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ABSTRACT

This report summarizes the accomplishments of local education grants that have balanced the need for high standards, accountability, parent involvement, and flexibility. The document examines results from two funding opportunities supported by the Goals 2000 Educate America Act: the Consortia Addressing Statewide Systemic Issues (CASSI) and Local Improvement grants. CASSI comprised five grants, funded for a 2-year period. They addressed broad issues that are key to implementing standards statewide, whereas Local Improvement grants were designed to build local capacity to implement standards and increase student achievement. The results show that all the grants addressed professional development, with over 1,000 teachers and 20,000 students having been affected by inquiry-based professional development in math and science. Over 80 percent of grantees used the funding to develop or implement assessments linked to academic-content standards, which will prove important in student evaluation. Grantees shared their efforts with educators and communities across the state, and professional development tools that have resulted from these grants were also distributed. The progress report emphasizes ways to sustain the impact of these local grants beyond the funding cycle. Throughout the report, advice on how to implement standards, based on lessons learned by the grantees, is provided. (RJM)

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Bringing Out the Best in All Our Students

ED 429 347

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Partnerships / Goals 2000

Consortia Addressing Statewide Systemic Issues (CASSI) Grants and Local Improvement (LIG) Grants Progress Reports 1995-1998

EA 029 752

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January 1999

Dear Education Leaders and Community Members:

Improving student achievement for Colorado students requires high standards and accountability, meaningful parent and community involvement, and flexible use of dollars. We invite you to take a look at progress reports from local communities across Colorado where this is happening.

Within this publication you will find summary descriptions of model sites across the state that have used funds from *Partnerships*/Goals 2000. You are welcome to use this document full of stories, data, lessons learned and contact information related to implementing the 8 goals for educating all of Colorado's students*.

The Colorado Education Goals Panel now supports four different funding options for local communities. All of these grant opportunities focus on increasing student achievement through taking standards to classrooms. We hope you will use this book as a resource of places and people to contact.

The *Partnerships*/Goals 2000 office offers its support to your local school improvement efforts. Feel free to contact us with questions or comments.

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*Please refer to page i for a listing of the 8 goals.

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Bringing Out the Best in All Our Students

INTRODUCTION

WHERE WE ARE NOW...

Colorado communities have charted a new course for our public schools in order to *bring out the best in all our students*. Over the past four years, the Colorado Education Goals Panel* has supported local efforts to increase student achievement through eight goals directly related to the implementation of standards in Colorado schools. Since 1994, the Goals Panel has provided oversight for funds received from the Goals 2000: Educate America Act. **These dollars have been distributed to 167 local grant sites directly impacting 95% of the state's school districts**.

This report summarizes the accomplishments of **local grants** that have balanced the need for high standards and accountability, meaningful parent and community involvement, and flexibility in applying these dollars to local needs.

The document is organized to give the reader a snapshot of results from <u>two</u> funding opportunities supported by Goals 2000.

- **CASSI** (Consortia Addressing Statewide Systemic Issues) These five grants, funded for a two-year period, address broad issues key to implementing standards statewide. Reports from year one of these comprehensive efforts are highlighted in the lavender section of the document.

- **Local Improvement** These grants are designed to build local capacity to implement standards and increase student achievement. Colorado communities that have received **local improvement grants** over the past three years submitted progress reports included in this publication.

***See Panel membership listing on the inside front cover.**

Eight Goals for Educating Colorado Students

To make sure all students acquire the knowledge and skills necessary to reach high academic standards and be responsible, productive citizens, *Colorado Communities will:*

Goal 1
Establish and maintain clear ***standards*** for what students must know and be able to do.

Goal 2
Implement ***assessments*** to ensure that students are meeting high academic standards.

Goal 3
Align curriculum and instruction to standards and assessments.

Goal 4
Prepare and support educators to enable students to reach high standards.

Goal 5
Begin ***education early*** to ensure students are ready to learn when they enter school.

Goal 6
Create ***safe, disciplined, and drug-free*** learning environments.

Goal 7
Promote ***partnerships*** and establish links among education (preK-16), parent, and business communities to support children and schools.

Goal 8
Share ***responsibility and be accountable*** for results.

The Goals Panel supports two additional grant opportunities:

- **Student-Initiated**
  Through these grants, the Goals Panel directs dollars to students and adults working together to improve the quality of standards-based schools.

- **Technical Assistance Bank (TAB)**
  The funding option supported by these dollars was added by the Goals Panel during the 1997/98 school year to "jump-start" schools and districts in early stages of implementing standards.

  Brief summaries of these innovative efforts are available through contacting the Goals office.

Results reported from the four funding options represent the use of over $11.8 million in competitive grants distributed by the Goals Panel during the past three years. As is evident from the chart to the right, average grant size for the five CASSI grants is $300,000. However, the Technical Assistance Bank (TAB) grants, " jump-starting" schools and districts in the early stages of implementing standards, averaged $18,500 per grant.

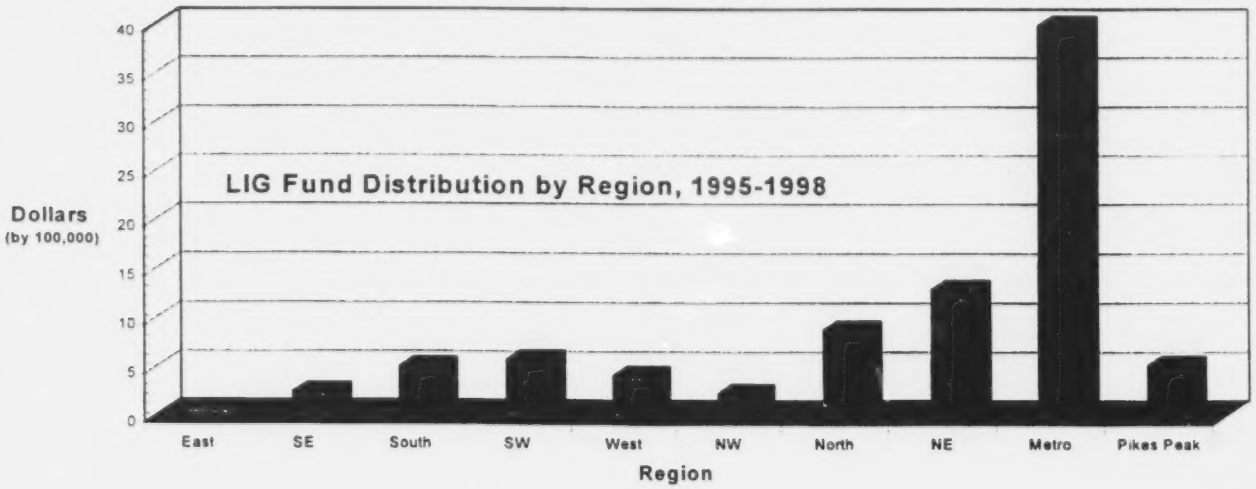
1997/98 AVERAGE GRANT SIZE

CASSI	**$300,000**
Local Improvement	**$125,000**
Student-Initiated	$3, 700
Technical Assistance Bank	$18,500

1997/98 DISTRIBUTION

	Urban/Sub	Rural
CASSI	**$ 978,137**	**$ 516,952**
Local Improvement	**$1,400,000**	**$1,100,000**
Student -Initiated	$ 98,595	$ 101,405
Technical Assistance Bank	$ 73,126	$ 706,719

1997/98 distribution of funds showed differences in funding patterns for urban/suburban and rural districts across the four funding options. Most significant, almost 90% of the funds for TAB grants went to rural schools and districts. Geographic distribution of funds is described in more detail below.



MAKING USE OF THESE PROGRESS REPORTS...

The purpose of this publication is to share accomplishments and lessons learned by funded grantees. These reports provide an up-close look at these model sites. They give evaluation data and accountability information along with anecdotes from grant participants.

We hope that local educators and community members will use the reports to contact experts in specific areas of standards implementation. For that reason each of the reports begins with contact information and specific goals addressed. The index provides another tool for searching the document related to particular interest areas, e.g., literacy or data management.

Progress reports focus upon:
- ✓ **Broad goals**
- ✓ **Accomplishments**
- ✓ **How standards are addressed**
- ✓ **Impact of funds/evaluation of progress**
- ✓ **Dissemination**
- ✓ **Lessons learned/continuous improvement**
- ✓ **Sustaining learning communities (CASSI only)**

CELEBRATING LOCAL GRANT RESULTS...

Progress reports provide a picture of impressive results for teachers and students in Colorado schools. Highlights of the accomplishments local communities are celebrating are summarized in five key areas: professional development, assessment, products - dissemination, partnerships - leveraging resources, and literacy.

RESULTS: Professional Development

All of the local improvement and CASSI grants included some focus on professional development. Each of these local efforts is required to address *Guidelines for the Professional Development of Educators in Colorado* which have been adopted by the Colorado Staff Development Council as well as the Goals Panel. As a result, local efforts include ongoing data-driven professional development models focused on student work and conducted as a part of a teacher's workday. Results from three of the CASSI grants give examples of the impact of these dollars.

We have been told several times by others that the way we talk about kids in our schools is different - it is truly student centered - a direct result of our implementation of the Comer School Development Program.
Harrison District 2

Through the Centennial BOCES Standards-Based Education (SBE) Professional Development Center initiative, over 3056 educators were directly involved in SBE professional development. This CASSI effort produced twelve highly influential professional development products that have been used across the state. As a result of this ambitious work, over 100 educators are leading other standards implementation projects in Colorado.

For students to meet high standards, they need teachers who have themselves met high standards. Last year the CASSI initiative on Professional Standards Board Certification recruited 50 teachers statewide for intensive training and rigorous assessment. Thirty-six Colorado educators completed this professional development experience through the support of Goals 2000 dollars.

Through the Leaders in Learning initiative, over 1000 teachers and 20,000 students have been impacted by inquiry-based professional development in math and science. Data on 1121 students of the teachers who participated in the science-lab professional development option show that when teachers are trained to use effective inquiry methods, student achievement increases. These results were evident for both minority and non-minority students.

Rather than depending on one-shot trips to the front range, the faculties at Monte Vista will be given opportunities to become more effective at collaborative, ongoing professional growth.
Monte Vista School District

RESULTS: Assessment

At this point, over 80% of grantees have used the funding to develop or implement assessments linked to academic content standards. A sampling of

assessments funded includes embedded standards-based classroom assessments and bodies of evidence guides along with commercially developed instruments such as the 6 Trait Writing Assessment, the NWEA Level Tests, Terra NOVA assessments, and ABACUS software for tracking student progress.

Some of the results related to assessment...
Over the past three years, Adams 12 has supported professional development focused on classroom assessment. Student scores in these classrooms regarding science investigation have increased from 50% proficient in 1997 to 63% proficient in 1998. Math communication & problem solving scores have increased from 45% proficient to 60% proficient during the same period.

In the St. Vrain school district, building-based professional development has focused on data-driven instruction. Results from buildings that have participated show significant increases in elementary Terra NOVA scores (reading, math, language).

Data has helped us focus. It has made accountability easier. Data doesn't lie. We can't sweep it under the carpet when kids aren't doing well. Data about student learning has helped us collaborate in really effective ways as a team.
St Vrain School District

Colorado schools and districts must have a pool of assessments readily available to implement standards effectively. This year has shown considerable progress through the use of Goals 2000 funds. Some examples: Centennial BOCES has now piloted and revised 225 standards-based assessments. Many of these are available on the Standards and Assessment Resource Bank [www.aclin.org/sarb]. In Durango, fifty standards-based assessment modules have been developed; an item bank of 2500 items is available. Through the Southwest Assessment Partnership (SWAP), 84 educators from four districts have been involved in test item development for district level history and geography assessments. These items have been field tested by 2700 students. Participation will double during the 1998/99 school year.

RESULTS: Products - Dissemination

At this point, grantees are getting information about their work to educators and communities across the state. Sixteen of the workshops at the annual State Standards and Assessment Conference last June were presented by Goals 2000 grantees. In addition to the national presentations the reader will find cited in these reports, grantees are hosting standards-based training opportunities for surrounding schools and districts. For example, the Cherry Creek Leadership in Literacy grant held a conference for over 500 participants which included educators from over 40 districts statewide.

Professional development tools that have resulted from these grants have been focused in five key areas: curriculum alignment & mapping, e.g. CSAP analysis; data-driven instruction; SBE for administrators (evaluating teachers); standards-based instructional units; and assessment. Several grants have supported ambitious efforts to produce and disseminate instructional videos on standards. Interestingly, the publication index shows a new focus this year on data management as well as individualized instruction.

As a result of this project, districts and schools have tools to ensure that all students are receiving instruction and assessments based on standards and to eliminate barriers to students' learning and performance.
Northwest Colorado BOCES

In Denver, teachers from the Alma Project have produced 45 instructional units on the history, contributions, and issues of Latinos and Hispanics in the Southwest United States. These K-12 units, developed in cooperation with university faculty and McREL staff, will be shared with other districts across the state.

Technology has been the focus of several local efforts. In Denver Public Schools, interactive television experiences related to hands-on-science have been provided for 58 schools and 1450 students. In East Yuma, grant dollars have supported

multi-media presentation stations and a student-generated web site. The CASSI Net-TLC initiative from the Centennial BOCES has developed an interactive network for 33 teachers of Limited English proficient students. This innovative effort provides national online mentors and threaded conversations for teachers; through Net-TLC, over 1100 students have received increased access to technology.

RESULTS: Partnerships - Leveraging Resources

This year, progress reports have increasingly emphasized ways to **sustain** the impact of these local grants beyond the funding cycle. Most obvious this year is the number of reports that speak to working across districts, assuring meaningful community partnerships, and implementing these efforts in cooperation with university faculty. The reader will find many examples by consulting the index for listings related to community partnerships, higher education partnerships, inter-district partnerships, parent-family involvement, pre-service education, and sustainability.

Windsor has been successful in this reform because of the partnership between educators, the community, and Goals 2000 funding.
Windsor School District

The Denver Public Schools PRISM grant was funded for two years through Goals 2000 funds. Though no longer a recipient of these funds, the PRISM progress report indicates that this local effort is now leveraged by five different federal funding sources; 1997/98 pre- and post-test results on math/science performance show gains across all 13 schools involved in the initiative.

Leveraging funds from a variety of sources is evident in many of the reports. One example: Leaders in Learning combines funds from New Centuries Energy Foundation, Medtronics, Eisenhower Higher Education PD grant, U.S. Dept. of Energy, National Renewable Energy Lab, the Colorado Alliance for Environmental Education, and Denver CONNECT in producing results for students related to problem-based science and math.

The networking and training within districts has allowed K-12 staff and parents to work from a more unified, cooperative and cohesive vision for student achievement.
East Central BOCES

In Thompson School District the Hispanic Youth Advocate has played a critical role in helping families access school resources and resolve school issues. The graduation rate for Hispanic youth has increased from 48% in 1995 to 60% in 1998.

Community outreach at the high school level was a primary focus of the Manual High School (Denver Public Schools) grant. During visits to the homes of incoming ninth-grade students, teachers explained to parents 10th grade expectations for meeting standards and the role of the extended school day in reaching those standards. Peer tutoring and mentoring at Ponderosa High School's supplemental lab in Douglas County has produced impressive initial results. Seventy-seven percent of current students received a grade of 70% or higher on their most recent test and less than 1% have failing grades.

RESULTS: Literacy

The numbers of grants emphasizing literacy increased dramatically this year. This focus is consistent with the implementation of Colorado Student Assessment Program (CSAP) testing at grades three and four. Twenty-four of the progress reports focused on this area. Some of the models funded include the Learning Network (Richard Owens), Reading Recovery (as well as adaptations of this intensive reading intervention strategy), Success for All, and Helping One Student to Succeed (HOSTS).

A sampling of the impressive results from these grants...

Monterey Elementary (Harrison School District), where 75% of the students are low-income or poverty level, was funded for two years to implement Success for All and Parents as Teachers. Recent CSAP results scores show an 11 percentage point increase in 4th grade reading, a 9 percentage point increase in 4th grade writing, and 64 percent of the 3rd grade students proficient on the Basic Literacy Assessment

Fremont/Florence Schools have been funded for one year to implement the Learning Network intensive reading approach. Early results from the Emergent Literacy Assessments for two Kindergarten teacher leaders show: In Spring 1997, 71% of Kindergarten students scored below the cutoff for this assessment. Spring 1998, only 4% of Kindergarten student scored below the cutoff.

Gilpin County was funded to implement the HOSTS program which emphasizes accelerated instruction, mentoring, and data-driven instruction. This local effort, designated as an exemplary HOSTS program recently, uses 58 mentors (1/3 students, 1/3 staff, 1/3community members). Early results show an instructional reading level gain for a 6 month period of 1.32 reading level increase.

The words "all first graders will be reading at grade level by the end of grade one" can focus the work of thousands of people in a large district when they become embedded in the mission of the entire organization.

What can happen with sustained attention to early reading achievement? As a result of three years of professional development funding focused on intensive reading instruction in the Cherry Creek schools, the percentage of first graders proficient in reading has increased from 69.2% in 1996 to 82.2% in 1998.

Other examples: The Los Amigos Tutoring Program in Durango has reduced the minority performance gap by 14 points. In Northeast Colorado, the Early Prevention for At-Risk Readers project focused on 1 on 1 intensive reading instruction. Since 1993, over 262 teachers, paraprofessionals, and principals have been trained. Of the 54 students who entered the program in 1996 or after, 80% now need no special help.

In summary,

- Competitive Goals 2000 grants have provided support for 167 of the 176 districts in the state.
- Quality professional development is becoming available across the state.
- Local grants are showing impact on students, teachers, and communities.

Monies are being used to provide teacher training, coordinate curriculum development, purchase materials and consultation with experts to assist in our shift to standards-based education, and provide visitations to model districts. What we will have upon reaching grant goals will be a trained staff, curriculum aligned to standards in mathematics and language arts, a model for curriculum development and revision, district assessments for continuing program evaluation, and a school calendar which provides for teacher collaboration and in-service time. With these direct benefits from the grant, we will have a sustainable school team and improvement plan in place.

Moffat School District

LESSONS LEARNED...

Throughout the progress reports, the reader will find advice for how to do the work of implementing standards in schools effectively and efficiently. Some examples of this advice...

Lessons learned by the Adams 12 Literacy Achievement grantees:

- ✓ **Involve as many people as possible** in the development of something new.
- ✓ You can't do too good a job of **communicating**.
- ✓ Unless **leaders understand and support your efforts**, progress toward change will be slow.

We have learned that Standards Based Education and assessments really do lead to better teaching and increased student achievement. It is more work, but the results are worth the effort.

Wiley School District

Tips from Valley RE-1 about ways to build capacity:

- ✓ The ability to **make sense of the differences between standards-based education and the traditional educational system** should not be overlooked.
- ✓ Don't assume that personnel in the system know how to **analyze data**.
- ✓ If possible, use current district routines and processes. Too many new committees or routines overwhelm the resources of the district.
- ✓ **Feedback** is the key to all learning.

Words from students who participated in the York Middle School (Mapleton 1) student-initiated grant best convey the value of these local efforts...

> We learned many lessons.
> Everything costs more than you think it will.
> Everything takes longer than you think it will.
> Nothing gets done unless everyone cooperates and helps.
> Kids like talking to community members.
> Giggling after school with your teachers is a rare and wonderful opportunity.
> Everyone can learn and contribute.

LOOKING AHEAD...

Every year, each grantee attends three Networking Days. The days provide opportunities for grantees to come together to explicitly focus on their grants and discuss problem areas or celebrate successes with others. *Partnerships*/Goals 2000 staff and Goals Panel members recognize that the expertise in the field of standards implementation lies within Colorado communities. We therefore encourage local grantees to make contacts with other grantees that extend beyond the Networking Days.

Site visits are conducted at each grant site. These visits allow "first-hand" discussion and observation so that *Partnerships*/Goals 2000 staff and Panel members can learn more about the accomplishments of each grant and discuss issues with the grantees that will lead to appropriate support and opportunity for successful implementation of the grant

The Partnerships/Goals 2000 office continues to look ahead for ways to refine and enhance the support available to local communities in order to *bring out the best in all our students*.

We encourage you to use this book as a workbook - a generator of ideas, a resource of places and people to contact. Please do not hesitate to call the *Partnerships*/Goals 2000 office (303/866-6739) with any questions or comments about the grants, the work of the Goals Panel or the support available to your local efforts.

CASSI Grants

(Consortia Addressing Statewide Systemic Issues)

Bennett School District 29J

Achieving High Standards for Students Through High Standards for Teachers: Partnerships/*Goals 2000 & the National Board for Professional Teaching Standards*

1997-1998 CASSI Grant, Year 1 Progress

$141,440

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contacts: Lead Educational Agency: Bennett School District 29J; 617 7th Street; Bennett, CO 80102
Dr. Kenneth Wolf; University of Colorado at Denver; (voice) 303-556-6284
Nancy Shakowski; Douglas County School District; (voice) 303-841-7492
Mary Buss; Mesa School District; (voice) 970-257-7188
Patricia Schaffer; Weld County RE-1; (voice) 970-785-2205

I. Broad Goals

Of the many educational reforms sweeping the nation, all are dependent for their success on the quality of our teachers. And each of these ambitious reforms for improving the lives and education of our children will be successful only if we have teachers who themselves have met high standards.

One of the most significant initiatives in the field of education at the present time is the work of the **National Board for Professional Teaching Standards.** The National Board, formed in 1987, is an organization whose mission is to advance the teaching profession by setting high standards for teachers, identifying accomplished practitioners through a rigorous assessment process, and certifying those who meet these standards. In the same way that the establishment of professional boards in the medical and legal fields dramatically altered the quality and status of those professions, the teaching profession is aiming to accomplish a similar transformation through its own professional board and certification process.

Another ambitious agenda for improving education and the lives of children is *Partnerships*/Goals 2000, whose mission is to increase student achievement and close achievement gaps by bringing high standards into every classroom in the country. However, accomplishing the goals of *Partnerships*/Goals 2000 will require highly effective teachers who have the knowledge and skills to put these rigorous standards and assessments into practice.

This project aims to merge these two very important initiatives by recognizing that **for students to meet high standards, they need teachers who have themselves met high standards.** By setting high standards for teachers, and recognizing those who meet these standards, as has been done by the National Board, we begin to build a cadre of accomplished professionals who have the knowledge and skills to put standards for students into place in our classrooms and schools.

This project aims to improve student achievement through the professional development of teachers by:

- Recruiting fifty teachers statewide to participate each year in the National Board's rigorous assessment;
- Creating a sustainable systemic initiative that supports effective professional development for teachers through high standards and national assessments; and
- Increasing the focus statewide on high standards and rigorous assessments for students and teachers.

II. Accomplishments

The accomplishments of this project mirror the broad goals set in the proposal. The project:

- Recruited fifty teachers statewide to participate in the assessment. Thirty-six completed the rigorous assessment. In past years in Colorado, we have had a few dedicated professionals, on their own and without support, tackle the challenging National Board certification process. In this first year of the CASSI grant we have had the opportunity to double the present number of National-Board-certified teachers, from the present 19 statewide to nearly 40.

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- Created a sustainable systemic initiative that supports effective professional development for teachers through National Board assessment by building a consortium of nine school districts, the School of Education at the University of Colorado at Denver, and the National Board for Professional Teaching Standards. The participating districts include:
  - Bennett School District,
  - Denver Public Schools,
  - Douglas County School District,
  - Jefferson County School District,
  - Mapleton School District,
  - Mesa School District,
  - North Conejos School District,
  - Thompson School District, and
  - Weld County Re-1 Schools.
- Increased the focus statewide on high standards and rigorous assessments for students and teachers by introducing the National Board's challenging standards and assessments for teachers, and by helping to direct teachers' attention to state and national standards for students. In this standards-based project, teachers learned the National Standards for accomplished teaching identified by outstanding teachers nationwide, documented their teaching and their students' learning in light of these standards, and engaged in regular interactions with their teacher colleagues about the standards and assessments.

> *"As I develop and expand my teaching skills and strategies each year, I certainly believe my students are receiving a better education and that I am reaching more and more students. This program, with its focus on teaching standards is a definite catalyst in advancing teaching in the classroom and therefore positively affecting the education of our students."*
> teacher participant

III. Sustaining the Learning Community

In terms of creating a sustainable statewide reform movement, this project involved many different participants, but asked each individual and organization to contribute financially to ensure that when *Partnerships*/Goals 2000 grant funds are not available in future years, there is a commitment to and structure for funding teacher professional development and standards-based education. In terms of creating a professional learning community, the network of National-Board-certified teachers created through this project will become a potent force for improving education and the lives of children. These National-Board-certified teachers play a variety of roles. Related to this project, they acted as mentors for the teachers who are presently candidates in the certification process. These mentors provided ongoing support through regular meetings with the teachers, through electronic e-mail exchanges, and at regular state and regional workshops about National Board certification.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The purpose of this project is to improve student performance through the professional development of teachers. This project, with its focus on national standards and assessments for teachers, is one of the most highly touted professional development experiences by educational policymakers, scholars, school administrators, and by teachers themselves. As one teacher participant noted, *"Teachers who are conscious of their own goals in terms of student growth will be most effective in helping students reach their highest potential."*

> The National Board's mission of cultivating and identifying a cadre of the nation's best teachers, and offering them incentives to remain in the profession and to take on leadership roles, will have a significant impact on the lives of children in this country. As pointed out in the recently released national report, *What Matters Most*, the single most important factor in a child's success in school is the quality of his or her teacher. And not only do these teachers serve as central figures in the lives of their students, they also are mentors to their colleagues and leaders in their communities.

This project achieved the goals that it set by recruiting 50 teachers statewide to participate in this challenging professional assessment. We recruited teachers for this project by asking school districts to select teachers from within the district who were interested in participating. We gave districts advice for conducting the selection process by recruiting a team of district teachers, administrators, and parents to review a statement and resume from the applicants. We also (appropriately, we believe) gave districts the responsibility of making the selections based on the criteria and process that best advanced each district's goals.

Of these 50 teachers, 36 completed the entire assessment process. The number of teachers who achieved the distinction of "accomplished" is presently unknown since the results will not be released until late

1998. While the national pass rate is 40%, we expect the pass rate of teachers in Colorado to be much higher because of the level of support offered to these teachers through this grant. The support for participating teachers was two-fold: financial and professional. The financial support of the grant made their participation in the national assessment possible by paying $1000 of the $2000 application fee, with the school district paying $700 per candidate, and the teachers themselves paying the remaining $300. The professional support took a variety of forms, including National-Board-certified mentors who worked with the teachers either individually or in small groups, electronic networking through the University of Colorado at Denver's Colorado Education Online, and regular statewide and regional workshops.

Another significant outcome of this project was its role in creating a statewide consortium of school districts, universities, and national organizations focused on improving teacher quality. Nine school districts participated in the project (including the major urban school district as well as the district with the greatest number of students in the state), along with the School of Education at the University of Colorado of Denver, and the National Board for Professional Teaching Standards. Of these nine school districts, two members are particularly significant: Jefferson County and Denver Public Schools. Jefferson County is the largest school district in the state, with nearly one-seventh of the state's student population. Denver Public Schools, a large district itself, is the most urban of all the districts in Colorado. By working with all participating districts, and particularly districts of large size, this project has further promoted systemic, statewide educational change.

Still another accomplishment was the introduction to Colorado of a national project that focuses on high standards and rigorous assessments for teachers and students, and further intensifies that focus on high standards throughout education. The most immediate impact of this standards-based assessment is directly on the participants themselves by helping them redefine and refine their practice in light of the highest professional standards. As a result, these teachers have excelled in taking on leadership roles in their school districts, states, and at the national level. For example, a team of National-Board-certified teachers, in partnership with the Colorado Department of Education, designed and will implement the new statewide master teacher certification process.

This program also impacted education in Colorado by creating high-quality professional development experiences for teachers. The teachers who participated in this project reported, as did their colleagues around the nation, that completing this rigorous assessment was the most significant professional development experience of their careers. The National Board certification is an authentic and extensive process which is comparable to, or even exceeds, the certification process of any profession. For this assessment teachers spend six months documenting their practices by collecting examples of their student work, presenting examples of their teaching materials such as lesson plans and tests, and videotaping themselves teaching in a variety of contexts. In addition, the teachers participate in a day-long set of performance assessment in which they are asked to analyze samples of student work or critique a videotape of a beginning teacher. The assessment of this performance takes the equivalent of an entire day by a National-Board-certified and trained assessor who reviews the performance and assigns a score based on performance rubrics developed by exemplary teachers around the country. In no other profession are practitioners required to extensively document their actual practice, and then submit this portfolio for review by their peers. Most other professional assessments are limited to paper and pencil tests that cannot faithfully capture the complexity of professional practice in the way that the National Board assessment can.

> The certification process is a rigorous nine-month experience in which teachers document their practice through portfolios than contain samples of their students' work, examples of teaching materials, and videotapes of their teaching. In addition, they complete a day-long set of performance assessments in which they might be asked to analyze student writing samples and provide effective feedback to students; or to evaluate the effectiveness of a particular textbook.

The evaluation of the project included surveys and interviews with the teacher participants. In these surveys and interviews, the teachers reported that as a result of this project they were more focused on standards, gained a deeper understanding of students, built stronger family/school connections, and were more reflective in their practice.

Teachers Made Connections Between Teacher Standards and Student Standards

As a result of participating in this project, teachers reported paying significantly more attention to standards for teachers and for students. One teacher illustrated this point by remarking that *"If you're going to ask students to accomplish certain standards, then teachers need to do that also. It really brought to light and made me very aware of some pieces that I believe now were missing in my teaching."* Another teacher said that *"It just has really opened my eyes to what education should be, having gone through all of those teacher standards."* Teachers reported that

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they planned and evaluated their instruction in light of these standards, which deepened and expanded their notions of effective practice.

Teachers Gained a Deeper Understanding of Their Students
Rather than looking at their classes as a group, these teachers now focus more on the needs of individual students. They think about multiple ways they can get information across to students based on individual students' strengths and weaknesses. Reflecting on student work and analyzing their video provided the teachers with opportunities to pinpoint where students were experiencing difficulty. As one teacher commented, *"It* [the teacher assessment] *made me acutely aware of where a child is and where a child needs to be, and making plans for helping that child get there. Looking at a piece of writing and deciding what does this really tell me about this child* [is so beneficial]*."*

> *"It seems to me that teachers who experience standards in this way will be more likely to see the value of SBE for their students."*
> teacher, commenting on value of project

Teachers Built Stronger Family/School Connections
Family involvement is one of the standards for the National Board. Many teachers reached out to parents and conducted activities that they would not have done otherwise. Teachers described the following activities, which were prompted by the National Board assessments in which teachers were directed to document their connections with families. Examples included:

- Math Night in which a teacher invited parents to come in with their children and participate in family mathematics activities in the classroom;
- Science Fair Information Night in which a teacher invited parents to come in to talk about the upcoming science fair and how they could help their students prepare a project;
- Parent surveys in which teachers created a customer satisfaction survey for parents so that they could assess what the parents and students thought of their teaching; and
- Home visits by teachers to better understand their students.

Teachers Became More Reflective and Accomplished Practitioners
Teachers reported that the National Board experience made them better teachers in a variety of ways. For example, one teacher remarked that *"As I develop and expand my teaching skills and strategies each year, I certainly believe my students are receiving a better education and that I am reaching more and more students. This program, with its focus on teaching standards is a definite catalyst in advancing teaching in the classroom and therefore positively affecting the education of our students."*

Other teachers echoed these observations. One teacher commented that *"If teachers reflect on and are assessed on how they teach, it will promote good teaching practices and thus enhance student learning,"* while another teacher commented that *"When students are taught by teachers who are able to reflect deeply about their practices, they are certain to learn more."* These comments illustrate some of the ways in which carefully examining and documenting their practice around high standards for teachers and students helped the teachers become more reflective and effective.

V. Dissemination

We have a newsletter under development that we will distribute to the consortium school districts as well as to other school districts and professional organizations as soon as we receive word from the National Board about the certification results. For now, the outcomes of this project are primarily intellectual in terms of professional learning of the participants, and are not products that are disseminated to others. However, now that models of exemplary practice are available in the form of professional portfolios prepared by these teachers, these portfolios will be assembled and made available to teachers who participate in future National Board assessments, as well as to teacher study groups who seek examples of exemplary practice to discuss and emulate.

VI. Lessons Learned/Continuous Improvement

The primary lesson we have learned is that the process of participating in a rigorous assessment keyed to high standards contributes significantly to teachers' learning and practice. Given that nearly one-third of the teachers were unable to complete the assessment, and another unknown number may not have achieved the "accomplished" distinction, we also learned that the rigor of this assessment creates a professional hurdle that some cannot clear. The teachers reported, however, that the financial and professional support provided to them by this project was indispensable, and they would not have been able to participate otherwise.

In this next year, we plan to make adjustments in light of these lessons. To reduce the number of teachers who do not complete the assessment, we are strengthening the support system by increasing mentor

support and improving on our use of our online communication. In this next year, we will continue to collect ongoing feedback from the participants through surveys and interviews at regular intervals during the year so that we can continue to learn ways to strengthen the support that we provide to these accomplished teachers.

Centennial BOCES
(formerly Northern Colorado BOCES)
SBE Professional Development Center
1997-1998 CASSI Grant, Year 1 Progress
$385,680

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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Facilitating Teacher Growth Project

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Pathways to Literacy Project

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Training of Trainers Project

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I. Broad Goals

The overarching purpose of the Centennial BOCES SBE Professional Development Center is to assist Colorado educators: one, in improving their knowledge and skills to further the integration of standards-driven education (SBE) philosophy and practices into the classroom, and two, in improving student achievement. In order to realize this purpose the following overall goals were identified for the 1997-1999 CASSI grant:

- To create a more comprehensive, customer-driven professional development center modeling:
  - standards-based education at all levels;
  - data-driven and research-based professional development;
  - regional, multi-district collaboration and sharing; and
  - a commitment to disseminate products, lessons learned, and training.
- To develop concrete models, processes, and tools for leaders to use as they develop their capacity and commitment to lead the way and to support systems and people to advance SBE implementation in the classroom.

- To showcase the critical role effective professional development plays in standards implementation and to strengthen the quality of professional development statewide by modeling and promoting the Guidelines for the Professional Development of Educators in Colorado;
- To develop a comprehensive evaluation process requiring a paradigm shift from intermittent evaluation focused on delivery to continuous evaluation focused on impact on the customer, teaching, and learning.

The SBE Professional Development Center acted as an umbrella program under which six different projects could develop, projects which were developed and implemented with the overall goals in mind, while still focusing their efforts to specific educational issues. Because of the vast scope of these six projects please note that this report is a compilation of reports which elaborates on all six of those projects. For more detailed information on an individual project, please contact one of the project coordinators. The specific goals of each project follow.

ArtSource

The mission of ArtSource is to promote excellence, foster innovation, and develop leadership for art in education. Its goals for the 1997-1998 school year were to:

- Develop practical procedures for implementing standards and assessments.
- Provide content and practice that will expand and enrich knowledge bases in curriculum and instruction. (Participating art teachers will communicate to their students expectations and feedback about the strengths and weaknesses of their performance.)
- Incorporate a rich variety of educational resources and research.
- Develop leadership skills for use in the classrooms, school districts, communities, and with ArtSource programs. (Participating art teachers will gain the capacity to conduct art standards and assessment training in their local areas.)
- Train teachers to develop partnerships among peers, in schools, and with communities.

Assessment Writing Project

The Assessment Writing Conference is a five-day summer conference to assist teachers in developing performance assessments aligned with Colorado Model Content Standards. Training, coaching and technical assistance along with follow-up opportunities to refine assessments following pilot-testing in the classroom are provided for all participants in the project. The systemic issues addressed by this project are the lack of knowledge and effective practices in diagnosis and assessment of student learning related to standards. Its goals for the 1997-1998 school year were to:

- Present a series of training opportunities focused on assessment design, to improve knowledge and skill in producing valid and reliable assessment of student learning and to align these assessments with standards and instruction.
- Help teachers experience SBE through effective standards-driven professional development design including study groups; collegial experiences; practice; and follow-up with expert coaching and mentoring; and benchmarking quality assessments.

Intended results were:

- Teachers will know how to analyze standards in terms of specific skills and knowledge and develop assessment tools to measure student performance with respect to those standards.
- Teachers will be able to communicate expectations for achievement to students, communicate to students about strengths and weaknesses of their performance, and use achievement results to improve instruction.

Experiencing Standards Project

Its goals for the 1997-1998 school year were to:

- Provide a professional development experience in standards-based education to educators from across Colorado, either at the Experiencing Standards workshops or at workshops using tools and products produced by those attending Experiencing Standards workshops.
- Create professional development tools and products that can be used by districts throughout Colorado to implement standards-based education.

Facilitating Teacher Growth Project
Facilitating Teacher Growth is a three-day course designed to assist administrators and teacher leaders in supporting and evaluating teacher performance in a SBE environment. Optional coaching and follow-up is available for participants. Its goals for the 1997-1998 school year were that:

- Administrators facilitate teacher growth in implementing SBE practices, especially in the areas of student data analysis and student learning, lesson development, use of assessments, and data collection and reporting methods
- Administrators use knowledge of the cognitive level and career stage of both teacher and self to develop appropriate questions to use in evaluating and coaching.
- Administrators analyze personal practice and influence their district evaluation system.

Pathways to Literacy Project
Its goals for the 1997-1998 school year were to:

- Develop a system in which reading and writing standards are linked grades K-12.
- Develop a common vision about standards-based education for teachers across all grades.
- Develop classroom assessments that are standards-based and linked to other grades.
- Develop a system of collaboration among teachers of all grades.
- Improve student performance.

Training of Trainers Project
Training of Trainers (TOT) is a comprehensive Training of Trainers curriculum which forms the basis of a required course for anyone teaching in the professional development programs through Centennial BOCES, Adams 12 Five Star, and St. Vrain Valley school districts. It addresses the systemic issue of modeling effective SBE practices for professional development. Its goals for the 1997-1998 school year were to:

- Involve a broad-based team of staff development stakeholders in revising/redesigning a currently successful Trainer of Trainers curriculum to model a SBE adult learning experience.
- Integrate the Colorado Professional Development Guidelines into the TOT experience.
- Pilot the revised TOT curriculum and refine it based on feedback.
- Provide four TOT trainings in diverse regional areas in the state between 1997 and 1999.

Intended results were:

- Participants integrate SBE models and tools into workshops and adult learning experiences in any content area.
- Participants involved in professional development in which SBE is modeled transfer their learning and applications to the classroom setting.

II. Accomplishments

- Over one hundred Colorado educators have assumed leadership roles for each of the six Centennial BOCES CASSI grant action projects and/or have become trainers for the models, processes, and tools which have emerged from the work of these projects.
- Twelve products have been developed and disseminated throughout Colorado including documents supporting SBE implementation, characteristics of a standards-based classroom and self-inventory, instructional models, and fact sheets.
- Training supporting SBE implementation included the following courses: Assessment Writing Workshop Level I and Level II; What Does a SBE Classroom Look Like? (training based on the use of several SBE products combined to provide basic SBE knowledge and rationale); Facilitating and Evaluating Teacher Growth in the SBE Classroom; an Integrated Instruction training program; and Data-Driven Instruction (video-based training for classroom teachers).

Over 3056 Colorado educators have been directly involved in activities resulting from the professional development activities, training, and products generated through Centennial BOCES *Partnerships*/Goals 2000 grant activities since 1995. An additional undetermined number (estimated also to be in the thousands) have been involved in the use of the grant tools and training as they are introduced by cadres of trainers now operating all through Colorado and in other states.

- Technical support provided through the Professional Development Center included one, indicators for professional performance in SBE classrooms; two, the Northern Colorado Assessment Consortium (technical assistance to 19 districts including study groups, collegial experiences, practice and follow-up with expert coaching in effective alignment of SBE assessment and data-driven instruction); and three, articulated models (innovative processes in teaching standards and assessing student performance in and through the visual arts).
- Additional evaluation tools are currently in development.
- A broad range of partnerships exist at the district, regional BOCES, State Department of Education, and higher education levels. Without these partnerships, the work accomplished with this CASSI grant could not have been done.
- With the state trend toward regionalization and use of the BOCES system as a way to do this, concern has surfaced about the quality of service from BOCES to BOCES. The Centennial BOCES works well as a collaborative and is a potential state model for collaboration. The Centennial BOCES Professional Development Coalition includes BOCES SBE Design Team, Northern Colorado Assessment Consortium, University of Northern Colorado, CDE School Effectiveness Unit, and 11 member districts of Weld and Northern BOCES
- Through relationships established in the Colorado Staff Development Council, this CASSI grant has encouraged and promoted leadership for SBE implementation and effective professional development throughout Colorado.

The remainder of this section identifies specific accomplishments by individual action project.

ArtSource

- Sixteen ArtSource members who are art teachers are creating and refining art assessments in their classrooms to improve student achievement.
- Planned and implemented a one-week summer institute dedicated to training art educators in art standards and assessment. The 1997 ArtSource-trained art educators acted as instructional leaders for the 1998 summer institute.
- Three members attended The National Arts Assessment Training Institute in July 1998 and will be disseminating the knowledge gained to ArtSource members, as well as other art education venues in Colorado.

ArtSource recruited and selected leaders in art education and now consists of 39 active arts education leaders (representing 23 school districts from mountain, Four Corners, eastern plains and southern and northern Front Range locations, three private schools, two universities, and one museum).

- Identified and recruited key state and national art assessment experts to instruct participating art educators about current assessment practices at the 1998 summer institute.
- Created two videos for recruitment and information to be shown to art educators throughout the state. The goal of the video was to interest top art educators in ArtSource and inform them about its purpose.
- Consistent commitment to ArtSource is extremely high. Only two members out of twelve have moved into a "less active" role in the advisory council of ArtSource. The average length of membership by members of our advisory council is four years. Of the original twelve members of the leadership team, only three have not returned for additional training (two because of relocation or post-graduate opportunities). The original board of directors is still intact after five years of service.
- Two ArtSource members are actively involved in creating national arts assessments for the State Collaborative on Assessment of Student Standards. They meet tri-annually with a national organization to pilot and evaluate assessments created across the country.
- A cadre of art education leaders from ArtSource has been created for inservice and consulting work for the Colorado Department of Education's fine arts consultant. These art educators are on-call to assist districts with challenges and staff development opportunities around the state arts standards.
- An increasing number of applicants apply for ArtSource each spring.

Assessment Writing Project

- Five teachers and administrators from southern Colorado attended the Assessment Writing Conference with the intention of learning how to initiate a similar project in the southern part of the state.

Six hundred seventy-four teachers have been directly impacted by five summer assessment writing conferences since 1994. One hundred fifty teachers from 15 Northern Colorado Assessment Consortium districts attended the Fifth Assessment Writing Conference, held June 22-26, 1998.

- Two hundred twenty-five performance assessments have been created during the assessment writing conferences. One hundred seventy-five performance assessments created between 1995 and 1997, representing Colorado Model Content Standards in areas such as science, math, social studies, language arts, counseling, and visual arts. They have been piloted, refined, and disseminated to the ten districts in the Centennial BOCES area. Selected assessments have been disseminated through the CDE Standards and Assessments Resource Bank. Fifty-one additional performance assessments will be available following pilot and refinement during 1998-1999.
- The Northern Colorado Assessment Consortium (NCAC) was initiated in 1994 with ten member districts. Today, 19 districts collaborate to build local capacity for teachers and administrators who will acquire the knowledge and skills to design, implement and evaluate their district and classroom assessment systems.

Experiencing Standards Project

The first Experiencing Standards workshop was held during 1995-1996. These workshops have continued through 1998. Experiencing Standards design team members have been creating products for the past three years. They have discovered that it often takes a year to conceptualize and frame the products to be developed during the Experiencing Standards work days and another year to complete the work and publish it. The following are accomplishments for the 1997-1998 project:

- Held three Experiencing Standards workshops at Eagle Rock School. Twenty educators, representing a variety of roles and responsibilities as well as various stages of immersion in standards implementation, met to complete three standards-based education products and initiate development of two new products.
- Completed Roles and Responsibilities document, presented it for production, and began dissemination through workshops and distribution to BOCES districts.
- Developed materials and a professional development workshop format for dissemination of the *SBE Operator's Guide for Teachers*.
- Developed the print and video materials for the videotape training program, *Data-Driven Instruction*.
- Created the framework for an Experiencing Standards website, providing one-stop shopping for people interested in tools to help them implement standards.
- Began conceptualization and development of an *SBE Operator's Guide for Administrators*, a companion to the *SBE Operator's Guide for Teachers* containing new tools and materials, as well as those from other resources, to support administrators in their roles and responsibilities for implementing standards-based education.
- Expanded the SBE Professional Development Center network of people who are knowledgeable about SBE and working to implement SBE at various levels

Facilitating Teacher Growth Project

- Training was held in different regions including: Denver metro, northeast (Sterling), northwest (Steamboat), western slope (Vail), north metro (Longmont and Greeley), west metro (Jefferson County), San Luis Valley (Alamosa).
- Evaluations indicate participants are satisfied with both learning of the standards and collegial structure.
- A follow-up and coaching component has been introduced. A principal is on special assignment to assist past

Two hundred ninety-three administrators from 54 districts and universities, participated in the three-day workshop between 1996 and 1998.

participants with application of tools and skills in the workplace.

- Currently, we have little data on how participants have used the tools and skills in their workplace. Random telephone surveys were conducted, and responses indicate that the training led teachers to "focus on student results" and that they now "know what to look for in a SBE classroom." More data will be collected in 1998-1999.

Pathways to Literacy Project

- Teachers from Yuma, Thornton, and Widefield have started to collaborate. Through this collaboration, they are beginning the process of articulation of curriculum, standards, and assessments. The first semester teachers worked together; they struggled with understanding the value of such collaboration, but by June 1998, one semester into the Pathways to Literacy Project, teachers were positive about this work.
- Teachers in these settings are in the process of developing a common vision of standards-based education. During the first semester, they often were working at cross-purposes because of their different interpretations of standards-based education; however, by June they were building that common vision. One participant commented, *"One idea that became apparent is the need for all of us to have a common language and understanding about standards, assessments, and rubrics."*
- Teachers have met to examine student work, that reflects standard 2—students will write for a variety of purposes and audiences. Widefield met several times during the school year with this specific purpose while Thornton and Yuma met less frequently. However, their plans for the upcoming year include regular meetings to examine student work. Through examining student work, they will continue building a common understanding.
- Administrators in all three sites are aware and supportive of this collaborative work. At Yuma, the project director met with the superintendent, principals, and the teachers involved in the project. As a team, they clarified the goals of Pathways. At Thornton, the principal has agreed to give the team time to work during inservice days, and the English/language arts specialist is providing support to the team in terms of new curriculum. At Widefield, the teacher-leader and project director met with the district curriculum director to coordinate efforts. Many of the Widefield teachers in Pathways are taking a lead in standards efforts in the district.

Training of Trainers Project

- Presented two trainings involving seven districts and 25 participants over two weeks using instruction, practice, feedback, and final performance evaluation. Districts included Hygiene, Thompson, St. Vrain, Boulder, North Park, Cañon City, and Pueblo 70.
- Modeled the Colorado Professional Development Guidelines appropriate in effective training settings in two TOT trainings.
- Supported the understanding of change, leadership for effective professional development, and strategies that encourage adult learning—all topics inherent in the TOT curriculum and necessary elements of systemic reform.
- Gathered anecdotal baseline data from teachers preparing to engage in professional development activities in their respective districts.
- Developed the following tools to extend training of trainers to include evaluation of curriculum impact on trainer behavior and where appropriate, connectedness to student learning:
- Curriculum unit organizers and rubrics (drafts), design, delivery, follow-up, and evaluation, were derived using the tools developed using a product completed in another CASSI grant project, the Experiencing Standards' *SBE Operator's Manual for Teachers*.
- Developed a collegial group of Training of Trainers curriculum developers, key professional developers with expertise in SBE design, and district level teachers and administrators to revise and refine the TOT curriculum to model a SBE adult learning experience. The work is in progress.

III. Sustaining the Learning Community

Each of the six action projects contributes substantially to developing systemic change in SBE leadership. Each project is designed to develop leadership qualities both in leading project activities and using the

products developed to impact organizational implementation of SBE. Leaders develop greater depth of knowledge of SBE principles, practices and implementation processes. Opportunities to participate in product development, training, and presentation of that training strengthen leaders' understanding and performance as effective professional developers and instructional leaders in their schools. They become more proficient in the roles of presenter, coach, consultant, and facilitator in their district's efforts to advance SBE implementation. Participants are more knowledgeable about effective evaluation and are continually asking the questions "What difference did it make? How did it impact learning? How do we know?" The following short sections describe how each project worked to sustain the learning community.

ArtSource

Designed to be a systemic program which would blanket the state of Colorado, ArtSource has three strategies for sustaining standards-based art education. The first was the training of art educators to develop model art programs. Selected art educators are trained in areas of arts assessment and in the visual art standards of aesthetics, art history, art criticism and production.

The second strategy allows the teachers to apply their new leadership training by sharing their knowledge of standards and assessments with their local colleagues. The dissemination plan allows them to practice leadership at whatever level they are comfortable with in their school, district, community, or statewide. Because it is an honor to be selected to ArtSource, the organization is becoming known for quality of instruction and beneficial collegiality. Because participants are given a stipend for their work, there has been an increase in the number and quality of applicants for the institute. The message is being spread throughout Colorado that ArtSource is an exciting, challenging organization with the best interests of students in mind. By providing leadership training to art educators, the assessment training given can expand exponentially as art educators feel more confident in their own leadership roles.

> *"ArtSource, Colorado has helped me practice leadership with a large group of people so that I can be more effective in my district as the arts coordinator. We want and need arts educators who are aware of what's going on in education."*
>
> Shelley Howard,
> Cherry Creek School District art coordinator
> and Overland High School art instructor

Partnerships are the third key to sustainability. The importance of our close association with the Colorado Art Education Association, the Tointon Institute at the University of Northern Colorado, the Colorado Department of Education's School Effectiveness Unit, and Anderson Ranch Art Center in Snowmass, Colorado cannot be overstated. These partners have been consistently supportive of ArtSource for four years and have committed to the future of the organization. Both by in-kind donations and financial assistance, ArtSource members have benefited from their expertise.

Assessment Writing Project

Many educators believe that assessment is the absolute key to raising achievement and changing instruction. The Assessment Writing Conferences have contributed to the development of teacher teams in 15 Northern Colorado Assessment Consortium districts and five districts in southern Colorado who can provide leadership in performance assessment development. Each Assessment Writing Conference provides a training ground for trainers as well as developing teacher knowledge and skills. Rubrics clarify where students are headed and current levels of learning for everyone. There is currently a cadre of 20-25 trainers available to help coach teachers in their districts and continue the summer Assessment Writing Conference effort.

The NCAC provides ongoing technical assistance throughout the year to all 19 of its member districts on such topics as planning, developing, and reporting a body of evidence, and technology-based student data management systems. Districts use NCAC to stay abreast of state and district assessment issues and accreditation requirements as well as to share district level assessment systems with each other.

Experiencing Standards Project
Experiencing Standards is all about professional development. Educators from throughout Colorado get together for Experiencing Standards three times a year in a professional development experience. Each session focuses on having participants share what they are experiencing in terms of implementing standards. From this interaction, participants work together, sharing knowledge and skills, to create tools to help themselves and others implement standards.

> The Experiencing Standards workshops stimulate a true learning community. Participants have a shared vision of the work. They build knowledge together. They see themselves as stewards of the process. They become leaders in their own districts for standards-based education implementation. Experiencing Standards is a model for developing individual and district capacity creating a statewide systemic impact for school reform.

Finally, Experiencing Standards tools and products are designed to stimulate learning communities across Colorado. Each tool is designed to be used as a impetus for dialogue. A good example is the Roles and Responsibilities document which is actually a dialogue tool. It does not prescribe roles and responsibilities. Rather, it describes what real educators doing real things to implement standards have said about their practice. It invites users of the tool to contemplate and have a dialogue about what is presented, to supplement it, to discard it and create their own, to apply what is important.

Facilitating Teacher Growth Project
The workshop content emphasizes a coaching model of evaluation with elements of SBE and differentiated supervision. The instruction models SBE practices and time for collegial interaction. There are optional follow-up and networking opportunities. This model of professional development is intended to lead by example and cause participants to reflect upon and duplicate similar professional development experiences in their buildings and districts. The targeted participants are administrators responsible for teacher evaluation. Participants learned what to look for in a standards-based classroom. They reviewed methods of data analysis that their teachers should be able to do. Participants also learned how to collect a body of evidence in a standards-based school through the use of data-driven instruction. Tools were demonstrated to develop in-depth supervision in the pre-observation, observation, and post-observation cycle. A method of writing standards-based professional growth goals was also demonstrated. Two of the districts participating—Thompson and Brighton School Districts—have formally adopted this method of goal writing in their evaluation system.

In addition, the leadership team has purposefully cultivated facilitators and trainers throughout the state. They (as well as others identified in trainings) will continue to serve on design teams for future professional development opportunities. Furthermore, when Denver Public Schools contracted with Susan Sparks, she proposed that they create collegial teams and follow-up opportunities as a support component. By requiring this and providing CASSI funds to them, a more comprehensive model will be implemented.

Pathways to Literacy Project
One goal for Pathways to Literacy is to build the capacity of the participants to sustain this work. To this end, in the two large group meetings, a professional learning community was modeled. Teachers studied concerns, completed projects, and developed plans together. Teams were provided resources to use in the development of their assessment systems, including a notebook of models and a book that explained how literacy develops from kindergarten through high school. Additionally, the whole group meetings modeled the processes teachers could use in their classes, including a statement of standards, an explanation of the final project, and a rubric. The group was taught skills that could sustain their work throughout the year. Through a process called the "tuning protocol," teachers learned an effective method of providing feedback to colleagues. The teacher-leaders at each site became another means to sustain the project. To develop their leadership skills, teacher-leaders received additional training in coaching.

Training of Trainers Project
Training of Trainers is a way for teachers and administrators to develop the presentation skills they need to lead groups of their peers as they grapple with the issues involved in professional development. These trainer-leaders have begun to function in a broad array of roles as they provide the human resource capital necessary for districts to share what they have learned in effective ways, thus sustaining the learning community. The cadre of trainers from this project is better prepared to model the *Guidelines for Professional Development of Educators in Colorado* and to help district educators design and develop effective presentations of their own.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Various areas of educational impact for the SBE Professional Development Center are addressed below and followed by impacts specific to each action project.

Impact or Benefit to Participants
Each project has instituted an evaluation model. Most have expressed increased understanding with program evaluation during 1997-1998. Data collection and analysis is a new practice which will continue to be emphasized in future years. Participants in the SBE Professional Development Center have steadily increased their professional knowledge as well as their ability to apply this knowledge in the classroom. As Karen Crawford of Widefield School District commented, *"Materials we have used to inform and inservice our teachers come exclusively from this grant. Thank heavens, because they work !"* The following feedback given by Bobbie Johnson, Coordinator of Assessment for Thompson School District further illustrates the impact on teachers and administrators. *"Teachers trained during Thompson School District's Professional Development summer activities have been using the Operator' Manual for Teachers, and the Assessment Conference methods as a major part of the work done in advancing SBE in the district. About 500 teachers have participated which accounts for three-fourths of the total faculty. All administrators in the district have taken the course Facilitating Teacher Growth. We used the Characteristics of a Standards-based Classroom with all participants in the first Professional Development summer seminar three years ago. Our whole teacher evaluation system was revised as a result of the work we did with this document. Many of our teachers and several of our administrators have been involved in the development of the video-based training programs as demonstration classrooms and experts. Many of our teachers have participated in the Assessment Writing Conferences over the last four years."*

Impact or Benefit to Education Community in Colorado

Any time a project can impact thousands of educators across the state of Colorado, just by counting the numbers of participants involved, the project is considered to be highly cost effective. The SBE Professional Development Center has directly impacted over three thousand educators and because of the nature of its products will continue to impact educators for years to come. We can no longer count impact by logging participants one-by-one.

Products from the project have attracted requests for dissemination through organizations such as the National Staff Development Council and professional developers from other states. One educator in Colorado stated that *"The work accomplished by this CASSI grant has helped move us forward with issues of administrators' roles in SBE, establishing the value of collegiality as a framework for learning through struggle, . . . and moving forward together, models for effective professional development, and tools that can truly change/transform classroom practice."*

Impact or Benefit to School(s)
Work developed by Centennial BOCES scaffolded the development of understanding standards-based education throughout training for several of the projects. The coming year will provide further clarity on the impact on participating schools as a whole, as well as on student learning.

ArtSource

A critical moment in ArtSource, Colorado's mission occurred with the notification of approval for the CASSI *Partnerships*/Goals 2000 funds. After four long years of voluntarily working to make the goals of ArtSource a reality, the twelve volunteer creators were close to exhaustion. They knew that ArtSource's concepts were timely and valid, but making ArtSource a quality experience for art educators was just out of reach. The partnerships formed with the Museum of Outdoor Arts, with Prairie Visions (a J. Paul Getty Trust Institute in Nebraska), the Colorado Art Education Association, the Colorado Department of Education, and the Tointon Institute were impressive but inadequate for initial start-up support. The *Partnerships*/Goals 2000 Funds enabled the inventors of ArtSource, Colorado to launch the standards-based institute for leader/art educators to the next level. The infusion of funds allowed the hiring of consultants, instructors and trainers. It allowed the board of directors and advisory council (whose members represent diverse and regionally varied school districts) to create an infrastructure for the organization to function despite obstacles of distance and time. Ongoing impact on teachers' ability to embrace standards-based education can be seen in the feedback given by Shelley Howard, Cherry Creek School District art coordinator and Overland High School art instructor: *"As a result of ArtSource, I have structured my sequence of instruction differently. The majority of teachers in my district are working towards awareness of teaching to standards. However, some think that what they are doing is good enough. I am trying to raise their awareness of teaching to standards."*

Materials and technical assistance provided through **the Centennial BOCES SBE Professional Development Center** are the most frequently requested resources for applicants of the *Partnerships*/ Goals 2000 Technical Assistance Bank funds.

Assessment Writing Project

Partnerships/Goals 2000 funds were used: one, to support the work of the Northern Colorado Assessment Consortium and two, to fund the summer Assessment Writing Conference. The project continues to address systemic issues inherent in the implementation of SBE. The growing bank of performance assessments provide resources for teachers throughout Northern Colorado and, through the CDE Standards and Assessment Resource Bank, across the state. The collaborative work and SBE leadership developed as a result of *Partnerships*/Goals 2000 funds are having a widespread effect across districts as they struggle to bring standards-based education to the classroom, increase student achievement, and close student achievement gaps.

A randomly selected group of teachers attending the 1998 Assessment Writing Conference for their second, third, or fourth years shared their perceptions of the value of their learning three months following the 1998 summer conference. Participants overwhelmingly said that they choose to participate in the conference more than one year because it's an opportunity to work with colleagues, share ideas and network, and because they can continue to improve, gaining knowledge and expertise. They also commented that in successive years they learned to develop better products and clearer, more refined assessments. Most importantly, teachers felt that changes in classroom practice as a result of participation in the conference included changes in the way lessons are presented (i.e., standards first; kids know expectations up-front), more awareness of how SBE and assessment drive instruction, and more use of rubrics.

Experiencing Standards Project

Each meeting (three a year for the two-year period of the grant) starts with an open sharing about what each participant has experienced in terms of implementing standards and using the Experiencing Standards tools and products. This regular review process means that participants are constantly inquiring into what needs to happen next with the products and tools.

After data analysis of needs assessment results, Experiencing Standards workshops (1998-1999) will use this information to guide decisions about what tools and products will be produced and how they will be disseminated. Decisions about what to do emanate from the people working right in the districts. These are the people who know what needs to happen and they ensure that what Experiencing Standards produces is usable and helpful to educators working in implementing standards.

Evaluation of the project, at first glance, indicates Experiencing Standards has been successful on two levels. First, participants in the workshops have indicated that they have been helped to take more powerful leadership roles as a result of their work in Experiencing Standards. Second, feedback and data from users of the tools and products is very encouraging. Most users report that their use of various tools and products accelerated their implementation of standards. One assessment coordinator noted, *"I have shared these tools with all administrators/trainers/principals and they are WIDELY used throughout our district."* Users report that the tools and products were highly usable with a variety of educators, helping them understand and be able to implement standards. Users also report that their own knowledge and ability to implement standards increased. Finally, both users and the educators with whom they worked report that they felt more positive about implementing standards as a result of using the tools and products.

Facilitating Teacher Growth Project

The *Partnerships*/Goals 2000 monies have been used to provide free tuition to workshops and pay for product refinement, follow-up, and training fees.

Over 95.7% of participants attended workshops in district teams with superintendents, principals, lead teachers, and central office staff charged with investigating teacher support in an SBE district and/or with changing their district's personnel evaluation system. Districts such as Brighton, Thompson, Windsor, and Denver Public Schools required their administrators to participate.

Follow-up and coaching have been highly successful components of the program and will continue. Initial evaluation of the follow-up is positive. In a random survey, principals indicate an average growth of 18.8% on the course standards. Requests for future support have come from principals in Loveland, Longmont, Cañon City, Brighton, Denver, Summit, Buena Vista, Boulder, and Jefferson County on topics such as: more examples of what a SBE classroom looks like, review of artifacts, staff development planning related to needs of staff, and teacher-led conferencing. A natural connection of best practices between principals has occurred by having a person on special assignment in this role.

> *"Those of us working with the Principal Licensing Program at UCD want to thank you [Centennial BOCES] for designating part of the* Partnerships/ *Goals 2000 grant to help provide trainers for standards-based supervision for our students. The trainers did a wonderful job and motivated students in our program to become leaders in their schools in bringing more awareness about standards-based education. Positive things are happening in schools in many districts around the Denver area as a result of the quality training provided through the Centennial BOCES."*
>
> Sharon Ford,
> University of Colorado at Denver

Pathways to Literacy Project

As a result of the Pathways to Literacy Project, teachers in the three sites have demonstrated growth in their understanding of a standards-based classroom, an appreciation of the collaboration across the grades, and the development of skills. According to a survey at the beginning of the 1998-1999 school year, teachers at all three sites reported that they began planning the year with the standards in mind, and even though their understanding of a standards-based classroom is still emerging, their understanding is much stronger than a year ago.

Each site involved in the Pathways to Literacy Project represents a different population—a rural, a suburban, and an urban setting. Yuma is quite rural with only two elementary schools, one middle school, and two high schools. Students come from farming and ranching families. The rural setting makes it difficult to hire new teachers. Widefield is a growing community just south of Colorado Springs, very suburban in nature, the district consists of nine elementary schools, three middle schools, and three high schools. The student population is very diverse. Because the distribution of African-American, Latino, Asian, and Anglo students mirrors the national distribution, Widefield has occasionally been highlighted in the press. Thornton is on the poorest side of Adams District #12. Suburban in geography, it reflects much of the inner city. The students are ethnically diverse with a strong Hispanic population. The teachers in

this project are very experienced. This variety of populations led to useful interactions between project participants, and a process which will more positively impact student literacy in the future.

The teacher-leaders recruited representatives from kindergarten through twelfth grade to participate early in the 1997-1998 school year and were encouraged to provide initial training about standards-based education before the January large group meeting. In January 1998, 36 teachers from all three groups met for the first time. The activities of the three-day workshop included an introduction to the project itself, an examination of student work in reading and writing grades K-12, the development of a curriculum map to spot gaps in teaching standards, an overview of classroom-based assessments and rubric design, and the development of a site work plan for the year. In June 1998, teachers from all three sites met once more. This time their task was to bring samples of student writing that reflected quality work at each grade level. When grade-level clusters from each site met to examine student writing for exemplars for "Profiles of Excellence" additional problems became apparent. Teachers debated about what quality writing looked like and appropriate expectations. At the end of the day, teachers agreed to collect work during the 1998-1999 school year that reflected high standards.

The teachers directly involved in the workshops and meetings are beginning to change classroom practices in literacy. It is taking more time to define, problem solve, articulate, and believe in curriculum changes than originally anticipated. One teacher from Widefield commented, *"No way is this a two-year project. We will be working on this [process] for years."* We expect Pathways to Literacy to positively affect student achievement for a long time to come.

Training of Trainers Project

Partnerships/Goals 2000 funds were used: one, to pay for the services of district trainers and TOT training staff and to collect baseline data; and two, to build momentum for the development of tools and rubrics that will be used to drive revision, pilot and refinement of the TOT curriculum and develop plans for broader distribution.

Professional development is an essential element in scaling-up standards implementation reform. Professional development must model a SBE experience that mirrors experiences we expect teachers and administrators to adhere to as they implement standards-driven, results-based instruction in the classroom. *Partnerships*/Goals 2000 funds have had and will continue to have impact in this project by:

- promoting effective professional training as described in the *Guidelines for the Professional Development of Educators in Colorado*;
- training district leaders and staff developers to practice what SBE preaches;
- revising a successful Training of Trainers curriculum to model SBE principles and practices for dissemination statewide; and
- developing tools and rubrics to help districts evaluate the training experiences they provide for staff.

"How does feedback from traditional trainings differ from feedback from standards-based staff development?" "What changes in the Trainer of Trainers program are made in order to make it standards-based?" "What feedback is given during the pilot, and what changes in the design are made as a result of the feedback?" These are the primary questions designed for the Training of Trainers Action Project in year 2. This year baseline data was collected, tools/rubrics were developed, and 25 potential trainers were given practice and hands-on training techniques. The project used a model that included cognitive coaching, reflection and practice. Through peer critique of public performance, participants received individual feedback and coaching. Participants identified personal growth needs at the beginning of the course. Initial participant concerns centered on levels of knowledge, confidence and self-consciousness, pacing, and general delivery skills. End-of-course concerns indicated a shift toward a greater sense of efficacy and control of the process. Specifically, participants indicated a greater willingness to spend more time planning for and be involved in training activities in their district.

V. Dissemination

Specific dissemination plans vary somewhat across the six CASSI action projects; however, there are commonalities regarding the categories of organizations and outlets used to disseminate products, training and lessons learned. General categories include:

- presentations at a wide range of local, state, and national organizational meetings
- sharing at *Partnerships*/Goals 2000 Networking Days
- SBE training throughout Colorado using a variety of products, models, and processes
- websites, local and CBOCES newsletters, and the CDE Standards and Assessment Resource Bank
- dissemination of products to project partners, participants, CBOCES and NCAC member districts

ArtSource

These products have been created to enable our leaders to more effectively perform and are being housed at the Centennial BOCES site.

- two video overviews of ArtSource 1997 Summer Institute and ArtSource 1998 Summer Institute
- assessments created by participants
- glossary of standards and assessment terminology which correlates to the State Collaborative on Assessing Student Standards
- student artwork and portfolio examples assembled by participants
- compilation of standards-based lessons and scoring guides created by participants
- presentations including leadership training, aesthetics, assessments, and scoring guides
- model art, education programs
- cadre of visual art leaders coordinated by Colorado Department of Education's fine arts consultant

Assessment Writing Project

Dissemination is an integral part of this Assessment Writing Project. It is accomplished in several ways:

- dissemination of performance assessments to all Northern Colorado Assessment Consortia districts and teachers who participated in the Assessment Writing Conference
- dissemination of selected performance assessments to the CDE Standards and Assessment Resource Bank
- collaboration through meetings, training events and technical assistance among the 19 NCAC districts to share their learning as they struggle with SBE implementation and the development of their district assessment systems
- dissemination through teacher leaders and the conference training cadre as teachers and districts continue assessment writing at home

Experiencing Standards Project

Dissemination, like professional development and sustaining a learning community, is a natural process with Experiencing Standards since the design itself calls for creation and publication of tools and products. Dissemination so far has happened in the following ways:

- production and mailing of products (such as the *Characteristics of a Standards-based Education Classroom*) and a self-inventory (Every school district in Colorado received these.)
- use of the tools in workshops designed by Experiencing Standards participants (such as the video *Common Ground* and the *Operator's Manual for Teachers*)
- use of the tools in conference sessions
- electronic access to materials through the Experiencing Standards website at Centennial BOCES.
- direct orders (Beyond those products disseminated through other channels, 122 requests for the *Operator's Guide* and 127 requests for the *Common Ground* program have been filled by Centennial BOCES in the last two years.)

Dissemination will continue along these lines, with some products available without training. Other products are available only with training or through the website.

Facilitating Teacher Growth Project
In addition to the numerous trainings, accomplishments, presentations, and descriptions of the training were provided at the Colorado Association of School Boards (CASB) and Colorado Association of School Executives (CASE) annual conferences, CDE Standards and Assessment Conference, Education Service Center in Scottsbluff, Nebraska, and the AAESA (American Association of Educational Service Agencies) Annual Conference in Monterey, California. Presentations of "What Does a SBE Classroom Look Like?" and "SBE Operator's Manuals" workshops were given throughout Colorado. A flyer has been distributed to districts in Colorado via the Colorado Staff Development Council and by the Centennial BOCES Professional Development Center.

Products/processes/models include:

- participant's notebook
- trainer's overheads, notes
- videotapes of sessions

Pathways to Literacy Project
The lessons learned from Pathways to Literacy will be shared through presentations at the Colorado Language Arts Society Conference, Standards and Assessment Conference, and the *Partnerships*/Goals 2000 Networking Day. Furthermore, the publication, *Profiles of Excellence,* will be distributed throughout the state.

Training of Trainers Project
Feedback has been collected and returned during TOT seminars. However, products such as the evaluation tools, the revised TOT curriculum, and a full report of the impact of this project will not be ready for distribution until the latter part of year 2 of the grant period. The current progress report will be disseminated to Centennial Board members, project directors, and other stakeholders in the TOT project.

Centennial BOCES will complete development of its website during the 1998-1999 school year and expects to post all products generated through this project that can be used without benefit of introduction or training. Two additional regional TOT seminars will be implemented during year 2.

VI. Lessons Learned/Continuous Improvement

Lessons which were applicable to all or most of the SBE Professional Development Center's action projects are discussed below, followed by responses from each project.

Complexity and Difficulty of the Work of Implementing Standards and Systemic Reform
Transition from a traditional model for teaching and learning to a standards/data-driven model is complex and difficult. Results-based, data-driven professional development remains a critical issue for SBE implementation. It needs to be supported by policy and practice at every level. Districts of all sizes still need help in implementing standards. Technical assistance is a key element, along with the models, processes, and tools, in getting this work done.

Time
Time is an issue on two levels. First, expertise in standards implementation is often coupled with people whose expertise, energy, and ability to work with people is in great demand. These people are often over-extended in their time commitments and spread so thin that their capacity to do the work they are so capable of doing is actually diminished. We must find ways to augment the good work these people do with time and resources to help them and diminish their sense of feeling overwhelmed. We are exploring technology as a piece of the solution. We must also continue our work to expand exponentially this limited reservoir of human resources. Each action project is designed to do that. Second, teachers and school systems need time to learn and use new practices and change old practices. They need time to reflect on their work; time to collaborate; time to align curriculum in reality; time to develop assessments; time to analyze student work; and time to build a shared vision about their practice.

Leadership
Leadership is a critical factor in the success of the projects. Without it, project activity tends to wander and get off track. In work like Experiencing Standards where the focus is on eliciting people's best thinking, leaders must be able to support the messy nature of the work and at the same time keep that work on track toward completion. Historical memory is significant in sustaining the effort as well as developing new people to carry on.

Partnerships
Partnerships and collaboration are key to sustainability. Several of the projects are expecting to extend their partnerships and networks to continue to include more districts and educators in the professional development activities. Higher education pre-service programs have been a more challenging group to involve.

Financial Resources
Funding above and beyond operational budgets for schools provides an enabling factor critical to getting new initiatives designed, developed, and implemented and to establishing "critical mass" to sustain the effort. It provides focus, concentration of effort, and incentive to participate and change.

Quality of the Experience
This is a critical factor in motivating participation and sustaining the work. SBE design, delivery, and evaluation along with results-driven professional development are the critical elements determining quality of the experience.

Sustainability
The Centennial BOCES members provide 1.5 FTE for two part-time staff developers and 1.75 secretarial support. In addition, a 0.5 Director and a 0.5 secretary are hired to coordinate the Assessment Consortium. This provides a foundation of long-term support for the SBE Professional Development Center. The lessons learned and the processes and products developed through the grant will be fostered in future work.

ArtSource
The large response to our request for applicants was overwhelming, but the choices of educational leaders over Colorado and from all levels of teaching art was heartening. The ArtSource Advisory Council realized at that time that if a quality program on art standards and assessments is created, they will come. The field is hungry for information and the timing of ArtSource is dead center.

Because we have become very successful in a short period of time, planning for growth has become essential. ArtSource has grown from four art education leaders in its first year, twelve the second year, and twenty-four its third year to the current thirty-nine. The challenge is to continue advanced training for the returning members.

In addition, our partnership needs are changing. One of our members has changed from representing art museums to becoming a private school art educator. We need to recruit at least one new member for the 1999 institute from a Colorado museum.

It goes without saying that building more partnerships will not only help our fundraising efforts, but also endow the group with more wisdom and perspective. Many in our group are interested in building additional collaborations with other disciplines. Dissemination to a variety of groups seems to be a future direction of ArtSource, Colorado.

Assessment Writing Project
Team member relationships contribute significantly to how well people work together, their levels of satisfaction regarding their work, and the quality of the assessment. Administrators could benefit from becoming team members, developing their knowledge and skills in assessment design and development as well as understanding the difficult nature of the work as well as the benefits of teachers collaborating to do it.

The NCAC and the Assessment Writing project team need to continue to develop tools and strategies for evaluation and feedback for project activities and on-going implementation of learning after training to evaluate the impact on student achievement.

Collaboration between districts has provided a forum for discussion, addressing issues, and sharing promising strategies, furthering standards-based implementation efforts and momentum, that would not occur if each district worked in isolation.

Experiencing Standards Project
Districts of all sizes still need help in implementing standards as evidenced by the numbers and kinds of requests for technical assistance and expertise received by the SBE Professional Development Center, by independent district trainers, and as a result of trainer's experiences during training activities.

Implementing standards can be done easily on a superficial level, but real implementation—likely to make a difference in a classroom—is very difficult, has system-wide implications, and takes a great deal of time and effort.

Data regarding what happens to students in an SBE system need to be collected more continuously and consistently and disseminated throughout the state. Student voices are powerful and will provide the ah-hah! This will make the real difference in terms of district and public commitment to the SBE vision. This means that educators have to discover ways to keep SBE going until we have students who can say that SBE makes a difference. Media strategies may be needed.

Personal contact with policymakers and stories—real and profound—from students, schools, districts, and communities may help sustain SBE. Trust throughout the system is key.

Facilitating Teacher Growth Project
We have learned that it is time consuming and difficult to shift from a traditional model of training to a SBE model with attention and focus on the learner. We use a team approach for design and development and a coach to serve as a critical friend/coach to keep asking the hard questions, i.e. "What knowledge and skills do they need to meet the standard?", "How do they demonstrate their learning?", and "How do you know they learned?" We are continuing to add SBE components as we design and deliver training. The model has evolved and yet we need to improve upon the following areas: pre-assessment, data collection and analysis throughout training, and program evaluation

Pathways to Literacy Project
As every major report of school reform suggests, teachers and school systems need time to learn new practices and to change old practices. Over this project's first year that issue became strikingly clear. Teachers needed time to understand the difference between traditional systems and a standards-based system, time to collaborate in days already jam-packed full, time to align curriculum in reality (rather than just on paper), and time to build a shared vision about what quality student work actually looks like. Furthermore, they needed time to develop the skills needed to implement a standards-based classroom.

This work is far from simple. It is a messy process, filled with the complications of humans interacting together. Issues of personality, knowledge of the content, and understanding of a reform movement emerged at various times throughout the year, adding complications to an already complex plan. As each issue emerged, the focus on standards was temporarily derailed and the issue needed attention. Only then could the group move forward. This messiness pointed out the importance of strong leadership. Initially the project director had assumed that with minimal direction each teacher-leader could guide teachers to the end goal.

Teacher-leaders needed further training in facilitation and collaboration. For instance, for groups to collaborate well they must move beyond the "niceness" of congeniality. The teacher-leaders needed to learn how to facilitate this process and had to examine their own leadership styles. They also needed concrete models of collaboration.

Additionally, cross-fertilization of ideas was necessary. Each site had its own strengths and its own ways of "doing school and standards." By hearing the successes and struggles of different sites, ideas embedded in the status quo were challenged and new ways of "doing school" slowly emerged. The importance of building a shared vision became one that moved beyond just the specific site. Through working with teachers from other areas in the state, teachers were able to deepen their understanding of high standards.

Training of Trainers Project

Data collection and analysis strategies for year 2 must include systemic change issues as well as course-specific information, such as differences between traditional and standards-based delivery and evaluation and impact on teacher behavior in training and in the classroom.

It is challenging and time consuming to take a strong curriculum and do the work required to overlay an SBE design both from the point of view of the original authors as well as the conversion process itself.

Evaluating the impact of courses such as this requires longitudinal information over time. A measurable impact on classroom instructional practices and student achievement may not be quickly attainable but, with the consistent use of standards and rubrics, we will be able to improve teaching behaviors both in training and in the classroom.

Although follow-up is essential to transfer of learning from the training room to the classroom, it is the weakest part of the design and delivery of the Training of Trainers course and will be one of the areas we focus on for improvement.

Centennial BOCES
(formerly Weld BOCES)
Networks in Technology for Learning Communities
(Net-TLC)
1997-1998 Grant, Year 1 Progress
$300,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

Through a collaborative partnership between Centennial BOCES and 11 school districts in northern Colorado, 33 teachers of students who are educationally disadvantaged, migrant, and limited in English proficiency are equipped with innovative technology and supported by online professional development coaches. Through a dynamic, interactive website, an infrastructure comprised of three interrelated structures supports Net-TLC: the Teacher Network (T-Net), Learner Network (L-Net), and Community Network (C-Net). Project staff, teachers and their coaches, and a broad-based steering group—the Technology Leadership Committee (TLC)—work together to implement Net-TLC's broad goals.

Net-TLC has the singular purpose of expanding professional development through technology and establishing new communication and resource-sharing networks to assist educators to become more skilled in implementing standards in their classrooms. Broad goals of the project for year one are:

- Net-TLC will develop, initiate, and implement a Teacher Network (T-Net) to maintain professional development that supports the delivery of local and state content standards.
- Net-TLC will develop, initiate, and implement a Learner Network (L-Net) for educators' use in sharing and disseminating effective practices to support LEP student achievement (i.e., curricula, performance assessments, and teaching activities to support standards.)
- Net-TLC will develop, initiate, and implement a Community Network (C-Net) for the purpose of informing the community about the project and identifying community resources to support the project.
- Net-TLC will communicate and disseminate information regarding innovative approaches for strengthening the use of technology, educational media, and materials.

II. Accomplishments

Every aspect of Net-TLC was designed to work toward increased teacher effectiveness resulting in improved student achievement of high academic standards. This first year, Net-TLC has made substantial progress toward meeting this goal. Our expectation was that in year one of the project, Net-TLC would primarily implement and document processes, procedures, and practices; design forms, formats, and functions; and collect baseline data from project staff, students, and other constituencies to be used to determine the impact of the project in year

> *"I would say the biggest accomplishment this year has been introducing technology to the students which gives them a new way to find information.... I see the students becoming more independent in their work and assuming more responsibility for their performance... [They are] becoming more computer literate, thus changing my focus from being the teacher to being more of a facilitator."*
>
> Net-TLC teacher

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two and beyond. Other accomplishments support the changes that teachers, administrators, and students in Net-TLC have expressed as found in the bullets below.

- Net-TLC has realized its vision to link communities of learners and resource providers through a highly interactive website designed to support professional development among 33 teachers in 11 districts in northern Colorado. This site (www.net-tlc.org) has the capacity to expand and to support teachers statewide. The framework for the project supports educators' professional development and student achievement through three interactive networks: the Teacher Network (T-Net), the Learner Network (L-Net), and the Community Network (C-Net).
- In eight months, there were 5,468 "visits" by teachers and coaches to the main Net-TLC home page with restricted teacher access (an average of over 100 visits each). Discussion topics included technology, tele-mentoring, developing content curriculum, ESL paraprofessionals, assessment, standards, and explorations in math and science. The home page does not have restricted access; however, a password is needed to access the Teacher Net and Learner Net sections of the website. The Community Net will be designed for unrestricted access.
- Twenty-two coaches were identified and recruited by the project to serve as online mentors to participating teachers as they worked toward meeting their professional development goals as outlined in professional development plans. Professional goals addressed continuing education, curriculum and instruction, technology, student achievement, networking, parent involvement, and program improvement. Coaches worked with teachers by generating discussions, asking questions, and providing suggestions, advice, and resources. Coaches were very positive about their experiences, saying that they enjoyed the process, were grateful for the resources they had shared and received, and were very pleased with the website.

> The project impacted 1,100 students in grades K-12 throughout the 11 participating school districts. Students indicated that as a result of the project they had greater access to computers, the Internet, e-mail, and CD-ROMs. According to participating teachers, students were able to put problem-solving skills to use in real situations, and they were able to access information immediately as a result of researching on the Internet.

- The T-Net helped teachers integrate technology into standards-based curricula through individual professional development plans (PDPs) completed by each educator with his or her coach. Coaches serve as guides through collaboration, inquiry, and reflective practices. Net-TLC educators and their coaches set objectives, identified professional development resources, and systematically carried out the PDPs. PDPs helped teachers determine professional development needs by conducting self-assessments, identifying overarching purposes, determining sources of feedback, identifying resources to support professional development, and setting structured courses of action. Each day, educators spent at least 30 minutes on e-mail discussion sharing effective instructional strategies about standards-based curricula and instruction to promote student achievement. One hour each week was devoted to electronic journals to support PDP-based professional development. Teachers reported that electronic journaling helped them to be more reflective about their beliefs on student learning and how their teaching was enhanced through mentors, access to new information via the Internet, and the sharing of instructional strategies.
- Through the L-Net, students will be provided with a means to use the Net-TLC website to begin searches, explore for information, and connect with other students in the 11 participating school districts.
- The C-Net, a network which will be fully functioning by December 1, 1998, was conceived and its framework developed to allow community/business partners to join the online Net-TLC network and communicate about ways to support professional development, teacher/student needs, and project dissemination. It will contain information about the 11 participating districts; links to libraries, other projects, and other BOCES; a list of community agencies; information on parenting skills; and many other resources. Parents will receive training on the use of the website, and project staff will work to ensure that each participating school provides parents with access to computers with Internet capabilities.

- An average of 22 teachers participated in each of eight inservices sponsored by Net-TLC on project planning and orientation, using the Internet and the Net-TLC website, ESL standards, standards and assessments, Power Point, and bilingual education instruction. Teachers stated that the inservices helped them relieve their fear of using technology; provided them with details on accessing information about curriculum, standards, and instruction on the Internet; gave them ideas for hands-on techniques and activities to use in their classrooms; and taught them how to educate students to use the Internet and obtain information to support school projects and assignments. **It is estimated that on the average, each teacher received about 119 hours of inservice training during the first year of the project.**
- Teachers participating in Net-TLC greatly improved their ability to identify and access resources that helped them with standards for meeting the needs of linguistically and culturally diverse students.
- Project staff disseminated information on Colorado Model Content Standards and ESL standards through the Net-TLC website that was used by teachers in the 11 partner districts to plan content-rich lessons.
- The Technology Leadership Committee (TLC)—the project's broad-based leadership team—met three times during the year to provide guidance and oversight in all areas of program implementation. With the purpose of supporting the goals of the project, the TLC made suggestions and identified resources that resulted in project modifications, and innovations such as the addition of an Administrator Network component, the elimination of a high-cost video-conferencing component, and the adoption of guidelines for cyber coaches. A total of 22 educators, administrators, and representatives from school districts, institutions of higher education, community agencies, and businesses participated on the committee.
- After piloting and revision, all data collection forms and the professional development plan (PDP) were added to the Net-TLC website for easy accessibility by project staff, coaches, and the external evaluators.
- Project staff gave two presentations on Net-TLC to about 150 educators and was accepted to present at the National Migrant Education Conference Technology Pre-Conference Institute to be held in Little Rock, Arkansas in April 1999.

III. Sustaining the Learning Community

> *"As a new principal, the most important thing is to build 'community' and not allow anyone to feel isolated. That is what this project has allowed...a collaborative community that is powerful and viewed as a network of professionals. Being new to Colorado, I have found the processes that are part of Net-TLC to be very important to help teachers create a self-developed plan for professional development involving reflection on teaching and learning."*
>
> Net-TLC principal

To truly sustain the learning community, all stakeholders must have access, interest, and commitment. Potential learners must be convinced that a learning task is worth the investment in time, energy, and funds. In one year, Net-TLC has made tremendous strides toward building such a network, one capable of serving as a statewide system for educators' use in communication, information/resource sharing, and dissemination. We have demonstrated the potential for bridging distances and reducing the inequities that exist among districts and schools with respect to expanding educator growth in professional development to implement standards and raise student achievement.

We have high expectations for Net-TLC's expansion beyond our 11-district area to be the tool that Colorado educators use most frequently for access to information and resources and to communicate with their peers, reflecting and mentoring others on educational issues, challenges, and strategies.

We recognize that change takes time; however, we are steadily seeking to sustain our efforts and have been successful as evidenced by expansion of the project to include Net-TLC+, a companion that adds schools and districts to Net-TLC, augments the existing efforts with an Administrator Network (A-Net), and supports a high school student internship program with Dream Team Technologies, a company that

handles all phases of technology integration in education and business and our business partner in this project. Net-TLC+ was funded in 1998 by CDE through its Technology Challenge initiative and complements Net-TLC by adding important sustaining features.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The impact of *Partnerships*/Goals 2000 funds has been considerable. Initially, there was difficulty in finding 33 teachers willing to devote time and energy expanding an already busy workday. One year later, there is a large waiting list of teachers interested in being part of the project—which speaks to the project's usefulness and value to educators. Teachers demonstrated overall mean gains on pre- and post-test teacher assessments, indicating that they made substantial changes in the way they used the Internet to gather materials and information for classroom instruction.

With a strong attention to project implementation, efforts this first year were focused on putting the Net-TLC infrastructure, processes, and systems in place, along with the collection of baseline data. The success of this project's implementation will be more easily measured after this program year. The processes are in place to gather and evaluate surveys, questionnaires, and student achievement data. However, participants have gathered anecdotal evidence supporting the positive outcomes of Net-TLC. One teacher described how one student *"has achieved success by increasing his STAR testing results from 4.0 to 6.5 in May 1998. He was also given the honor of the Outstanding Outdoor Education student in the sixth grade. When I first started working with this student, he 'drug his feet' coming to my classroom. After he had a chance to access the Internet and knew that he was the only student in the school to have this opportunity, his self-esteem and confidence began to grow."*

> *"One morning the science teacher and I got together to work with a CD-ROM about space. We wanted to see what we could find on the Internet that would apply. We ended up at the site for Mars Online and found out about a chat room that was occurring on the following day. We registered for the chat room and had the opportunity to participate by asking questions of a NASA scientist. The most exciting part was that the scientist, Dr. Sepulveda, was from Mexico and spoke both English and Spanish. It really validated the bilingual students. . . . It was a great way for me to build a positive working relationship with the teacher as well as provide a good learning experience for the students outside of their regular science classroom."*
>
> Net-TLC participant

> *"This particular student hated school and had no problems letting you know it. Since the day he learned that we were to get a new computer and Internet access, he has become part of the class every day. He was always asking me: 'Will we get it today? Because I know how to use the Internet.' . . . He made it a point to help others solve their computer problems in the classroom as well as in the lab. It took no time for him to become the 'computer technician' of our classroom. Peers sought his help and his self-esteem has emerged (metamorphosed in front of us). The impact the Net-TLC project had on this student was just fantastic."*
>
> Net-TLC participant

Teachers were responsible for self-evaluating their own progress. Teacher ratings of the different components of the project were average to high with mean ratings ranging from 2.1 to 4.0 on a five-point scale. Many of the teachers (and coaches) expressed frustration with the start-up processes encountered with implementing this technology-based project, including getting computers connected, wiring rooms and building for Internet access, and lack of training in using the technology and hardware associated with the project. However, with very few exceptions, it appears that these implementation issues have been resolved as all teachers have been connected and report using the technology on a daily basis.

An external evaluation firm was contracted to assist with examining the effectiveness of the project, making recommendations to improve the quality of the program, and to help ensure that the important implementation processes and outcomes were properly documented. In the conclusion of the annual evaluation report, the evaluators wrote, "Net-TLC appears to be making substantial progress toward

meeting its overall goal to expand professional development through technology to establish communication networks between teachers, schools, and community resources. Based on observations; interviews with project staff, teachers, coaches, and TLC members; results from questionnaires, surveys, focus groups, and interviews; and a review of the detailed records maintained by staff, the project has made a difference in the learning of participating students and teachers."

V. Dissemination

Numerous efforts were undertaken to distribute information about the project's innovative approaches. For example, Net-TLC has partnered with another CASSI grant, Leaders in Learning, to include participating teachers from Denver, Englewood, and Sheridan School Districts in ongoing communication among teachers, identification of effective resources, and suggestions for appropriate curriculum on the Net-TLC website. The two projects are currently collaborating to work out the logistics of widespread dissemination of standards-based processes, products, and practices. Through the Net-TLC server and with its highly interactive website as a gateway, other Colorado school districts will benefit from the expertise that already is in place for technology-based resource sharing, communication, and mentoring among educators.

As part of the *Partnerships*/Goals 2000 peer review process, Net-TLC hosted an on-site review in which seven Net-TLC teachers and coaches, four representatives from the Colorado Department of Education, and two representatives from other CASSI grants were present. Each of the participants received information on the project, including an overview of the project goals and key features. On-site visitors also received a notebook containing detailed information about the project activities since the beginning of the year, including a copy of the professional development plan, roles and responsibilities of teachers and coaches, notices about the project that had been sent to participating school districts, data collection forms, information on TLC meetings, project milestones, and focus questions on project progress and effectiveness.

Centennial BOCES staff have made several presentations to educators about the progress and accomplishments of the project so far. The Net-TLC project oversight supervisor has made presentations at board meetings for two of the 11 participating districts, presented information at superintendent's leadership meetings, and met with building principals in all 11 districts. "Networks for Technology Learning Communities" was the topic of two presentations for nearly 125 people in Colorado Springs in April and in Breckenridge in June.

To aid in communication and dissemination of information about Net-TLC to other communities in Colorado and elsewhere, project staff plan to continue to network with other CASSI and state-funded projects and to expand the website. Staff plan to write an article or articles suitable for publication and to compile a press packet of publicity to distribute statewide.

VI. Lessons Learned/Continuous Improvement

We have learned through Net-TLC that complex, multi-faceted projects require considerable planning and attention to details. Fortunately, we were able to leverage our financial resources by seeking other sources of funding that resulted in hiring a full-time coordinator for Net-TLC (and Net-TLC+). Given staffs' need to manage multiple priorities, this enhancement has resulted in increased efficiency and clearer focus.

Underestimating the tremendous obstacles to overcome in getting the technology infrastructure in place was a second lesson learned. Working within the technology plan guidelines of 11 school districts was a formidable task. In some districts (and even within certain schools in a single district), electronic barriers were already in place that required flexibility and creativity to get Net-TLC teachers online. Had the project not involved our business partner, Dream Team Technologies, from the very beginning, we surely would not have been able to achieve full connectivity within one year. Having the right people doing the job they know best was a powerful lesson. Often educators try to do everything and solve problems with little or no use of other resources or experts. The power of partnerships should not be underestimated.

The need to get administrators on board from the beginning of the project is another lesson learned. The BOCES is structured with a board of directors composed of each of the 11 district superintendents. This helps to ensure a smooth distribution of information and communication. However, another lesson learned is that building principals, as instructional leaders, need to be full partners in order to support systemic change. As a result of this lesson learned, Net-TLC will pilot a small cadre of administrators to be part of an Administrator Network. We will learn from this pilot about the ways that administrators can best incorporate the innovations associated with the project into their busy schedules and, hopefully, make adjustments to the project as we learn.

A final lesson is one that we continue to struggle with. We have learned that access to new ways of delivering professional development is not enough. Opportunity is another essential ingredient. We acknowledge that professional educators' time needs to be looked at realistically and be restructured to accommodate priority activities such as the large-scale implementation of standards. To do quality teaching, we have learned that we need time to incorporate innovations, and a resource-rich environment supported by other educators and partners. Fortunately, we feel we are well on the way to incorporating all these lessons and making Net-TLC an even more effective and widespread program than it was in its first year.

South/West Assessment Partnership (SWAP)
Colorado Springs, Alamosa, Durango, Grand Junction
1997-1998 CASSI Grant, Year 1 Progress
$217,857

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

In an effort to continue implementing standards, the South/West Assessment Partnership allows districts to:

- Involve teachers, consultants from higher education, and curriculum and assessment experts in the collaborative development of content-rich, standards-based assessments that measure student achievement on the Colorado history and geography standards.
- Provide teacher training on the standards and the construction of quality standards-based assessments.
- Create from a SWAP database district-level standards-based assessments that measure what students know and are able to do in regard to the Colorado history and geography standards.
- Develop grassroots understanding of how standards-based assessment drives standards-based instruction and contributes to student success.

All districts involved in the project will ensure that students meet high academic standards by:

- developing content-rich, standards-based assessments;
- field-testing and refining the assessments;
- entering items into a database that allows districts to select mixed test items by standard, grade level, topic, and difficulty, and add or change items as appropriate; and
- selecting test items from the SWAP database to develop district-level tests that cover the domain of the standards and are tailored to an individual district's curricula.

All districts will work towards full alignment through the following efforts:

- The SWAP assessments are aligned to the Colorado standards.
- The SWAP database allows districts to construct tests relevant to local curriculum and instructional practices.
- Grassroots development of standards-based test items by teachers supports the district-level curriculum and expectations in a way that may not be reflected in assessments developed by a national publisher.

Professional development continues as:

- All educators who participate in the professional development workshops receive training in the standards and in assessment development.
- The training and development of items for district-level tests empowers teachers as the experts and encourages them to have high expectations of themselves and their students.

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The SWAP grant creates partnerships at many levels. The workshops for the four districts result in dialogue, cooperation and networking among:

- the four SWAP districts and surrounding districts;
- elementary, middle, and senior high teachers, college professors, pre-service teachers, K-12 teachers, and assessment/curriculum specialists;
- the community advisory groups that are encouraged to ask the important questions, provide feedback, and cooperate with team leaders and assessment/curriculum specialists to review the assessments for language, bias, standards match and real-world relevance; and
- school districts in other regions of Colorado that are interested in using the SWAP training process and database.

Accountability occurs in a variety of ways.

- Teachers, professors and assessment/curriculum specialists representing the four school districts participate in grant planning and formal evaluation surveys and interviews associated with teacher training workshops and district-level roundtable reviews. Less formal evaluation occurred through large group discussions, written responses, field-testing, and other activities.
- Because School District 11 serves as the grant administrator, the District 11 Department of Planning, Evaluation, and Research uses both formative and summative methods to evaluate the degree to which the grant activities were implemented according to plan.
- Community advisory groups will provide an external review of the assessments that teachers develop.
- SWAP participants will evaluate the daily conduct of workshop activities through large group discussions and individual written responses.

II. Accomplishments

It is through accountability driven by standards-based, content-rich assessment items that the SWAP grant is meeting the challenge of addressing complex systemic issues critical to implementing standards on a large scale, increasing student achievement in Colorado communities, and closing achievement gaps.

- A comprehensive *SWAP 'til You Drop* guide was developed collaboratively as an assessment-training model for the January 1998 workshop. Feedback from the January participants guided changes in the guide prior to its use at the June workshops.
- Three teacher training and assessment development workshops were held in 1998. In January a core cadre of teachers, professors, and curriculum/assessment specialists from the four participating districts received intensive assessment development training. These individuals later served as staff for the two workshops held in June.
- The development of a flexible and user-friendly SWAP database allows districts to access items by standard, topic, grade level, and difficulty; to develop district-level tests that cover the domain of the standards and address local curriculum; and to edit or add to the database as needed. Over 500 assessment items have been entered to date. (This is a continuing project.)
- All assessments were refined as a result of three or more roundtable reviews (conducted by a professor, a trained teacher, and curriculum/assessment specialists), and field-tests were conducted with at least 2700 students.
- A SWAP community advisory group was formed and met in each of the four districts. Community members were informed as to the purpose of SWAP and the role of community members as advisors, supporters, and external reviewers of SWAP test items.

To date eighty-four educators have developed over 1000 test items that address the Colorado history and geography standards for grades 4, 8, and 11. The assessments are organized in modules that focus on standards and topics and include a mix of selected response, short answer, and extended response items. Teachers also developed the scoring guides for the short answer and extended response questions.

- As a result of a rigorous training process, participating SWAP teachers report a substantial increase in knowledge and skills regarding the complexities of test item development and the importance of quality standards-based tests for measuring student achievement.

III. Sustaining the Learning Community

The foundation of the South/West Assessment Partnership is based on the belief that if measurable improvements are to be seen in the K-12 classrooms of Colorado by the next century, there must be strong commitment on the part of teachers, school districts, higher education, assessment experts, and communities across the state. The South/West Assessment Partnership exemplifies how systemic change can occur through collaboration of the best K-12 talent in the classroom, as well as curriculum and assessment experts from the four districts, and consultants from higher education.

The original SWAP cadre of twenty-eight educators participated in an intense four-day training session in January 1998 and took on the responsibilities of training and leadership with commitment and enthusiasm. **By June 1998 the number of trained teachers developing assessments increased to eighty-four. That number will more than double in 1999 when each of the four districts use their growing expertise to conduct SWAP workshops.** This pool of trained and experienced educators is available to make presentations to local, state, and national groups. In addition to gathering expertise from across the educational spectrum, SWAP participants collaborate across the geographical and cultural spectrum of participating districts: Alamosa, Colorado Springs, Durango, and Grand Junction. SWAP summer workshops were held at Western State College in Gunnison, a location central to all four districts. To sustain long distance communication and collaboration, the team leaders met together three times and participated in four teleconferences during the 1997-1998 school year. Internet communication proved most efficient and cost effective among team leaders, training cadre, and participating teachers, and will expand as more districts and teachers become involved.

Because the SWAP geography and history test items have grassroots support, it is expected that they will be well received by the peers of those who created them. During the field testing process, teachers reported that cooperating teachers and students took seriously the role they played in testing database items. **District assessments produced by colleagues send a positive and powerful message to all teachers that their expertise is valued and that they ultimately have control over improving student learning.** Teachers in other regions of the state are also more likely to "buy-in" to the assessments if they know that it is teachers who produced them and that they themselves can do the same. While evidence of systemic change often comes in the form of changed "policies," real change must occur and be supported at the grassroots level where the students are ultimately touched

Early in the 1997 school year, the CDE social studies supervisor collaborated with SWAP team leaders to develop a comprehensive *SWAP 'til You Drop* training notebook that guides the SWAP training process. Before developing the training model, information was gathered from many sources, including states with impressive track records in assessment development, the State Collaborative on Assessment and Student Standards (SCASS) project, and other sources, such as *Guidelines for Implementing Effective Professional Development in Colorado Schools* and *Common Ground in the Standards-Based Education Classroom* by Northern Colorado BOCES. **The *SWAP 'til You Drop* training manual and the SWAP database of teacher-designed, standards-based assessments will allow the SWAP process to be replicated throughout the state by interested districts.**

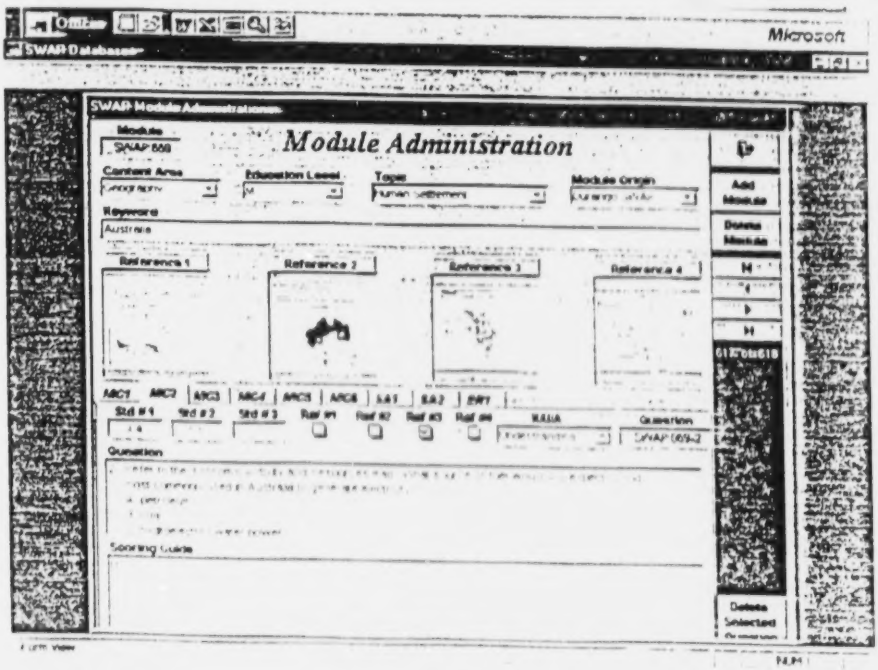
The three *Partnerships*/Goals 2000 Networking Days provided an excellent opportunity for sustaining the learning community through staff development and networking with other grant recipients. The facilitator's guide and workbook, *Common Ground in the Standards-Based Education Classroom,* proved to be a valuable resource.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

School districts participating in the South/West Assessment Partnership—Colorado Springs School District 11 (the lead district), Alamosa School District RE-11J, Durango School District 9R, and Mesa County Valley School District 51—have developed and approved district content standards based on the Colorado Model Geography and History Standards. The development of a bank of standards-based test items is a logical and important next step because research indicates that student success increases when the curriculum, instructional activities, and assessments support one another and align to the standards and expectations of what students should know and be able to do. As Walter Parker of the Association for Supervision and Curriculum Development (ASCD) wrote, "both authentic assessment and improved instruction are critical components of a good education. One cannot be developed without the other. Indeed, authentic assessment encourages improved instruction. The high standards for learning contained in the assessment...become standards for instruction as well."

In grant year one, 84 educators attended three South/West Assessment Partnership workshops and developed over 1000 standards-based, content-rich geography and history assessments that are mixed in format and adaptable for students' multiple intelligences.

The assessments described at left are organized in modules that address specific standards and commonly taught topics. The SWAP assessment items are entered into a database that will allow school districts to create and customize a test by selecting items according to standard, topic, grade level, and difficulty. Also included in the database are approximately 400 District 11 criterion-referenced test items and a variety of released items from states with social studies testing programs, such as Kentucky, Maryland, and Maine, and from various test development programs such as the National Association of Educational Progress (NAEP) and the Center for Research in Evaluation, Standards, and Student Testing (CRESST). The database will automatically indicate the origin of each item that is viewed on the screen. The appropriate references (maps, charts, globes, and text) for each test item will appear in the reference boxes and/or on the test when an item is selected, as shown in the example below. Reference boxes can be enlarged to full screen to view details. Queries can be made to obtain specific information such as a listing of all test items for geography standard 3.



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In January 1998, the South/West Assessment Partnership developed a well-trained consortium of teachers, administrators, professors, and curriculum/assessment specialists who work together to train teachers from across the southern and western parts of the state on how to develop effective and sound standards-based assessments. The eighty-four educators trained in three SWAP workshops to develop standards-based assessments will continue to share their expertise with colleagues. Beyond the importance of the availability of quality assessment items, is the documentation that SWAP training increased teachers' knowledge and skills. It is anticipated, therefore, that the SWAP training will enhance teachers' own instructional practices and consequently impact student learning. Creating links between assessment and instruction has great potential for identifying gaps in curriculum and instruction. The analysis of test results can help districts develop informed staff development plans that will have positive long-term implications for the classroom and for student achievement

Formal and informal program evaluation data were collected using multiple methods and from multiple sources, including teachers, team leaders, and trainers. The evaluation conducted by the Colorado Springs District 11 Department of Planning, Evaluation and Research for the first year of South/West Assessment Partnership (SWAP) focused primarily on the two workshops held in January and June 1998. These workshops aimed at providing hands-on training for participating K-12 history and geography teachers on how to develop test items aligned with the state standards for the same subjects. Surveys and interviews of participating K-12 teachers were the two major tools used for collecting evaluation data.

Participants rated the first workshop in January 1998 very positively. These participants were the core group, intended to become potential trainers of trainers. The collaborative format of the workshop was considered its strength, allowing participants to build on and draw on different areas of expertise. Four major recommendations emerged from the January workshop: inform participants about what is expected of them ahead of time, build in more practice-time, slow down the pace, and build in more break-time. Plans for the second workshop in June 1998 incorporated most of these recommendations and others that emerged during planning activities from January to June 1998.

K-12 teacher trainees at the second workshop in June 1998 again noted the collaborative format as its strength. Another strength was the progress made in learning for the trainees. The various formats of roundtables, work-time and discussions were all mentioned as helpful. According to pre- and post-surveys of teacher trainees at the June 1998 workshop, assessment skills increased significantly:

Survey Items	**Respondents rating themselves "Not at all/somewhat skilled"**	
	Pre-workshop	Post-workshop
Developing items to match specific content standards	78%	20%
Developing items to match specific assessment purposes	82%	25%
Developing multiple choice questions	51%	32%
Developing constructed response questions	71%	27%

The weaknesses observed at the June 1998 workshop related to: one, too little time for the workshop goals, and two, a shortage of technical supplies such as scanners and printers.

Daily evaluations of the SWAP workshops through reflection and debriefing were included in each day's agenda. These daily evaluations took the form of large group discussion and individual written responses that included the "Overall Team Temperature Reading Feedback," the "SWAP Learning Log," and "Suggestions with a Purpose." The SWAP staff reviewed the feedback at the evening staff meetings and made adjustments for the next day as appropriate.

Below are some examples of teacher responses to the "Learning Log" question: **What are the most important things that I have learned?**

- How to write multiple choice, short response and extended response questions. I see the whole process.
- It is hard to write a module!
- Stay focused on the standard.
- Don't forget the knowledge, understanding, and application balance.
- There are lots of quality resource people in this room.
- Assessment needs to be deliberate. We need to know what we want to assess in a specific sense.
- Multiple choice items are killers!
- Process whole thing. Revisions are us!
- Collaborative, not competitive effort.
- A major triumph! Multiple choice questions.

In the four participating districts, approximately 19,000 students will be involved with the tests developed from the SWAP database. However, the student population which could potentially be affected through this grant is over 59,000

Evaluation of the actual assessment products is continuous because an intensive review process is built into the very nature of the project. As teachers develop the assessments, they repeatedly are reviewed and revised through roundtable sessions that include the teacher developer, a trained teacher colleague, the appropriate content professor, and an assessment and/or curriculum specialist. The roundtable reviews occur during the workshops and after classroom field testing when the teacher brings samples of scored student work. Based on experience and feedback, it appears that the roundtable review was the most collaborative and successful part of the training. Ninety-one percent of participants surveyed gave highest ranking to the roundtable reviews as the sessions with quality of discussion and responsive to participants' needs. The Post-Field Test Evaluation Journal provides insights into how the test questions were perceived by students. Refinement of the test items occurs after each of the roundtable reviews. A January editing workshop will complete the process prior to final item entry into the SWAP database.

V. Dissemination

A pool of over eighty SWAP "graduates" is available for presentations and inservices throughout the state. Five workshops were presented on SWAP at state and regional meetings and conferences, and articles on SWAP were featured in two professional newsletters. In collaboration with the social studies specialist at CDE, the October newsletter, *News Bits* outlined what the project has accomplished and how districts can obtain information. The newsletter was distributed to Colorado's 176 school districts.

Upon request, information on SWAP and sample SWAP assessments has been mailed or e-mailed to teachers and supervisors in Colorado and other states. In year two a statewide conference will be held to allow SWAP participants the opportunity to share their experiences and expertise. SWAP will offer training and the opportunity to purchase at reproduction cost a SWAP Starter Kit. The starter kit will include the *SWAP 'til You Drop Assessment Development Guide* and a CD with the user-friendly SWAP database. The database will include up to 50% percent of the SWAP test items. Districts will be encouraged to develop and add their own test items to the database by replicating the SWAP grassroots training and assessment development process.

In year two SWAP presentations will continue to be given at a variety of state and national conferences. These conferences include the State Standards and Assessment Conference in Breckenridge, the National Council for the Social Studies Annual Conference, the Colorado Council for the Social Studies Annual Conference and a spring or fall conference of the Colorado Geographic Alliance. Released assessment products will also be submitted to the Standards and Assessments Resource Bank at the Colorado Department of Education.

VI. Lessons Learned/Continuous Improvement

Time is a concern. As indicated in above, feedback from January workshop participants guided changes that were made to the instructional plan and the *Swap 'til You Drop* guide. In response to participants' concern that four days do not provide adequate time for the training and expected tasks, each district held a pre-workshop orientation day prior to the June workshop in Gunnison. This extra time allowed teachers to begin the process of topic selection, standards match, and resource selection. June workshop evaluations, however, indicate that even with the orientation the time is inadequate for accomplishing the tasks at hand. Team leaders will discuss the pros and cons of adding another day to the SWAP workshops in June or reducing the number of assessment modules required of teachers.

The first-hand observation and conversations with grant participants made possible by the *Partnerships/*Goals 2000 site visit were supportive and validating for all involved. The SWAP team leaders appreciate this interactive approach to defining worthy recommendations that the visits encourage. One of the site-visit recommendations that will further unite and sustain the various levels of the learning community is to involve pre-service teachers as research assistants for the year two SWAP workshops.

Sheridan School District
Leaders in Learning
1997-1998 CASSI Grant, Year 1 Progress
$491,185

Partnerships/Goals 2000 goals addressed:

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	**Goal 7 Partnerships**	Goal 8 Accountability

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I. Broad Goals

The primary mission of Leaders in Learning is to provide a quality professional development program that prepares and supports educators statewide in enabling students to reach high educational standards. In addressing statewide and systemic issues related to these goals, Leaders in Learning focused on the following broad program goals in 1997-1998:

- To expand **partnerships** and serve as a statewide **resource** to support professional development opportunities for teachers and students.
- To structure graduate courses as modules that meet professional licensure standards and can be shared via **distance learning** as a means of preparing educators and pre-service teachers to serve as leaders in standards implementation statewide.
- To expand and refine the inquiry-based **science** model; to test strategies for reducing the achievement gap; and to prepare standards-based, inquiry science materials for distribution statewide.
- To provide systemic training in standards-based, experiential **mathematics** for preK-16 teachers and students.
- To provide an **integrated learning** social studies demonstration site in which teachers develop skills in integrating standards across the curriculum, thereby helping students to make connections among the content areas; and to prepare integrated standards-based materials for distribution statewide.

> *"I would never go back to teaching any other way."*
> Denver elementary school teacher, upon completion of science lab training

II. Accomplishments

As a *Partnerships*/Goals 2000 Local Improvement Initiative from 1995 through 1997, Leaders in Learning designed, pilot-tested, refined, and implemented a professional development model that now serves as the foundation for this program as a *Partnerships*/Goals 2000 Consortium Addressing Statewide Systemic Issues (CASSI). In this expanded role, Leaders in Learning has made significant contributions to the preparation of educators to implement content standards, decrease the achievement gap, and increase student achievement in communities throughout Colorado. An overview of these accomplishments follows.

Partnerships and Relationships

- Maintained and expanded communication and service delivery among partners, including Sheridan, Denver, and Englewood Public Schools; Denver-CONNECT; University of Denver; Metropolitan State College of Denver; Eagle County Schools (pilot site); the National Renewable Energy Laboratory; and the Colorado Community College System.
- Established new relationships with Colorado State University, Centennial BOCES, the University of Colorado at Denver, Dream Team Technologies, Educational Technology Training Center's (ETTC) Production Studio, DPS PRISM, and Community School for the Gifted (a private school in Arapahoe County).
- Initiated relationships with six other Front Range school districts (in the Denver metropolitan area and Colorado Springs) and provided standards-based training and mentoring of their teachers.
- Participated in over 20 planning meetings that involved participants from other districts, BOCES, universities, the Colorado Community College system, government agencies, and businesses from around the state. These meetings helped to identify mutual goals and professional

development needs and produced a plan for sharing Leaders in Learning processes and products via distance learning and other technologies.

- Built relationships with 17 professional development programs specializing in educational applications of technology as a way to link resources and training across the state.
- Produced *Working Together for Student Success*, an informational standards awareness videotape; disseminated this videotape to 200 schools statewide.
- Produced *Case Studies in Inquiry and Problem Solving*, an instructional videotape on inquiry-based and problem-solving instruction; disseminated this videotape to 200 schools statewide.
- Planned and began production of an instructional videotape modeling the use of inquiry, differentiated learning strategies, and creative questioning. This will be completed in December 1998.
- Developed plans for users' guides to accompany each of the Leaders in Learning videotapes to support their use in professional development activities (to be completed by November 1998).
- Gave a presentation and disseminated materials on "Meeting the Challenge: Important Next Steps" at the Seventh Annual Standards and Assessment Conference in Breckenridge, June 1998.
- Developed inquiry chemistry kits, with labs and equipment to complete the activities; distributed these kits statewide to 100 teachers who were trained on how to conduct the inquiry lessons.

Graduate Training

- Reviewed and refined the graduate training program. The major modifications involved: one, restructuring course elements to be more easily adapted to distance learning; two, pursuing relationships with other universities in order to be able to offer non-degree credit at a reduced cost; three, designing and maintaining a website to mentor and support a network of educators and community members; and four, establishing procedures for obtaining copyright releases to enable the sharing of student-centered learning units.
- Provided over 35 teachers with graduate training in implementing standards to address the learning needs of all students, a benefit to approximately 1400 students per year.
- Mentored program graduates as they provided standards-based graduate courses for approximately 20 teachers (systemic training in Englewood School District), a benefit to over 600 students per year.
- Supported and mentored program graduates as they provided standards-based training for approximately 25 pre-service teachers (with specialties in social studies and language arts).

> *"I am definitely more active in my leadership role, both in the classroom and in the school (among the faculty and parent groups). I have taken an active role in implementing standards, sharing with others, and researching to develop deeper understanding."*
>
> teacher, commenting about graduate courses

- Increased the number of student-centered projects available on the Leaders in Learning website (*http://ccdweb.ccd.cccoes.edu/LLweb*).
- Developed a framework for eight professional development modules linked to Colorado's Professional Licensure Standards. These modules, which will form the basis for future graduate training, are *An Introduction to Standards; Student Characteristics; Assessment Design; Curriculum and Instruction; Technology; Assessment Implementation; Resources and Mentoring;* and *Action Research.*
- Pilot-tested hands-on educational materials constructed to meet diverse student characteristics and learning styles, including materials for LEP and ESOL students and students with disabilities or other special learning needs.

Leaders in Learning–University of Denver Science Laboratory

- Revised the model for inquiry-based science instruction provided through the University of Denver K-12 Biological Sciences Laboratory to test three strategies for reducing the achievement gap between minority and non-minority students. These strategies include: one, increasing the number of inquiry labs from five to eight sessions; two, decreasing the class size; and three, adding a school-to-career component in biotechnology.
- Supported standards-based science training (using redesigned PRISM kits) for 21 pre-service teachers, in coordination with pre-service component of the Math Resource & Training Center.
- Disseminated inquiry-based science learning units to educators through the Leaders in Learning website (*http://ccdweb.ccd.cccoes.edu/LLweb*) and the DU Science website (*http://www.du.edu/biology/sciencelab.html*).

> This project provided experiential science activities through the science laboratory, including training which involved over 620 teacher contacts and 8400 student contacts.

- Disseminated performance assessments developed by the Leaders in Learning Science Laboratory and related student achievement data to 300 participants at the Annual National Science Teachers Association Convention (Las Vegas, April 1998) and to 100 participants at the Annual Regional Science Teachers Association Convention (Denver, November 1997).
- Presented session on inquiry and content for eighth grade statewide science assessments, the prototype for CSAP, to 200 participants at Colorado CONNECT Assessment Workshops (June and August 1998).

Mathematics Resource and Training Center

- Provided standards-based training in hands-on mathematics for teachers and pre-service teachers. The model was revised to provide systemic mathematics training in four elementary schools in the three partner districts, providing approximately 900 teacher contacts and over 9,000 student contacts. During the school year, action research indicated that teachers needed more in-depth professional development in mathematics problem solving. To meet this need, a graduate course was designed and offered through Colorado State University. Some of the 20 teachers completing the course offered training to other staff in their district. For instance, one early childhood teacher adapted the course content and trained an additional 15 ECE teachers in her district.
- Provided three-session workshops for 14 high school teachers in using TI-83 CBL graphing calculators to support standards-based math activities, with classroom sets of these calculators loaned to teachers, thereby benefiting another 250 students per year in seven school districts. These workshops were taught by faculty from Metropolitan State College of Denver (MSCD).
- Provided four-session workshops on problem solving in geometry, number sense, statistics, and probability. These workshops, which were held on the MSCD campus, were attended by 17 middle school teachers, thereby benefiting over 300 students per year in the three partner districts.
- Hosted three open houses and pancake suppers, where parents were taught to play math games with their children. Classroom teachers, pre-service teachers, and a total of over 900 parents attended these sessions.

Social Studies Integrated Learning Center

- Provided hands-on, standards-based training integrating the social sciences with other content areas and literacy. At the laboratory housed on the University of Denver campus, teachers learned creative approaches to integrating standards across the curriculum, using technology as an instructional and research tool, and using strategies such as debate to stimulate student involvement. In its initial year, there were 45 teacher contacts and 1350 student contacts.
- Developed problem-solving labs that integrate economics, science, mathematics, geography, and history standards for grades 3-12.
- Disseminated materials through the DU Social Sciences website (*http://www.du.edu/lsse*).
- Developed plans for an online course entitled *Population, Affluence, and Technology: Predicting Environmental Impact* to train high school teachers how to use online databases and resources to build engaging standards-based instruction and assessment units.

III. Sustaining the Learning Community

As a CASSI program, Leaders in Learning has expanded its service area beyond the school districts in metropolitan Denver to focus on meeting the professional development needs of educators throughout Colorado.

Even though the primary focus is statewide, **participation in national programs** has given Leaders in Learning the potential for helping sustain standards reform nationally. A few of these efforts are listed below:

- Participated in roundtable discussion on "Helping Students Succeed–The Role of Professional Development" (with Tom Guskey, Dennis Sparks, Pat Wolf, and others) at a pre-conference meeting at the National Professional Development Conference in Nashville, December 1997.
- Gave a presentation on "Professional Development in Math, Science, and Social Studies" at the National Conference of the Cross-City Campaign for Urban Reform in Denver, May 1998.
- Participated in a panel discussion on "Professional Development: A Teacher's Perspective" at the National Conference of State Legislators in Denver, June 1998.
- Connected with the University of Washington to establish student research projects as part of the worldwide Human Genome Project.

In addition to national relationships and resource sharing, Leaders in Learning has developed measures that will lead to increasing the program's **ongoing educational impact statewide**. Partnerships have been built with other professional development programs, school districts, businesses, agencies, and

individuals. This effort to expand and deepen these connections has helped to maximize the use of Leaders in Learning materials and processes. Professional development activities, which are described in more detail in the *Impact* section, are being shared in a number of ways:

- videotapes and accompanying training materials
- online courses and electronic mentoring
- training modules and support materials for distance learning
- videoconferences planned for 1998-1999
- ongoing availability of program staff and graduates to provide training and mentoring
- standards-based instruction and assessment materials for students
- inquiry-based chemistry kits that include the needed equipment, directions for the student labs, and teacher training to support ongoing use.

In addition to expanded networking, the program has found creative ways of building capacity within the three partner districts and leveraging resources so that long-term improvements in education are possible. Examples of activities that contribute to the program's becoming **systemic and more sustainable within each of the partner districts** are listed below:

- Training programs developed by Leaders in Learning have been integrated into the Denver Public Schools Math and Science Initiative, funded by the National Science Foundation. As a result, Leaders in Learning methodology and materials are now integrated into the systemic training of a leadership cadre for the Denver Public Schools.
- In Sheridan School District, a nucleus of Leaders in Learning graduates served as mentors for teams charged with writing assessments for first- and second-tier standards for all grade levels. These assessments are currently being pilot-tested and will become part of a SASI (School Administration Student Information) database next year. In addition, program graduates provide inservices and mentoring support for other teachers in the district.
- Englewood Schools has provided Leaders-in-Learning-based inservices and graduate training approved through Adams State College. Program graduates conduct these courses and also support other district teachers through ongoing mentoring.

Other achievements that contribute to sustaining the learning community are related to the creative **leveraging of funds**. Leaders in Learning has been able to expand and augment its professional development services through linking resources with projects funded through other grants, including:

- New Centuries Energy Foundation grant to support development of online standards-based math lessons to better prepare students for the work force. This grant involves collaboration of three partner school districts and the Center for Mathematics and Environmental Education at MSCD.
- Medtronics Foundation S.T.A.R. grant to support activities that articulate with the DU Science Laboratory.
- Eisenhower Higher Education Professional Development grants to fund training of 60 teachers who participated in a week-long summer workshop in *inquiry science*, held at the DU Science Laboratory and 60 teachers who participated in a week-long summer workshop in *problem-solving mathematics*, held at the Metropolitan State College of Denver.
- U.S. Department of Energy grant to fund instructor training so that Leaders in Learning DU Science Laboratory could participate in the student research component of the Human Genome Project. The CASSI grant supports student participation in the project as part of the school-to-career effort to keep students in school by providing them opportunities to participate in real-world applications of technology and science.
- Grants from the National Renewable Energy Laboratory and from the Colorado Alliance for Environmental Education to expand the activities and professional development opportunities at the Social Studies Integrated Learning Center.
- Denver-CONNECT grant to support the purchase of calculators and math manipulatives, and teaching resources for the Mathematics Resource and Training Center.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

In its third year, Leaders in Learning grew from a small *Partnerships*/Goals 2000 local initiative, pilot project to a highly replicable program addressing statewide needs and gaining national attention. The impact of the program has been far-reaching. An increase in teachers' confidence in implementing standards has been accompanied by increases in teacher effectiveness as measured in student achievement.

Leaders in Learning–University of Denver Science Laboratory

Data from pre- and post-tests conducted at the science laboratory have been analyzed for the 1121 students participating in the inquiry-based sessions. These sessions addressed science standard 1, scientific investigation and design. In these inquiry-based labs, students gained experience in designing and conducting science experiments. Funding from the Medtronics Foundation supported an additional

three lab sessions for students from the southwest quadrant of Denver Public Schools. Teachers of these students also participated in week-long professional development sessions on inquiry science and received follow-up mentoring. Table 1 shows the mean student scores on the 12-point pre-test and post-test.

Table 1
Mean Pre-/Post-test Science Scores by Ethnicity and Number of Labs

Ethnicity	Number tested	Pre-test		Post-test		Gain	
		5 labs	8 Labs*	5 Labs	8 Labs*	5 Labs	8 Labs*
Minority	596	2.3	2.6	5.1	6.5	+2.8	+3.9
Non-minority	525	2.8	2.7	5.9	6.9	+3.1	+4.2

* Teachers of students participating in 8 labs received an additional week of professional development in inquiry science.

As shown in Table 1, both minority and non-minority students demonstrated a gain in score from pre-test to post-test. Minority students participating in five labs demonstrated a mean gain of 2.8 points ($p<.001$), while non-minority students demonstrated a mean gain of 3.1 points ($p<.001$). Minority students participating in eight labs demonstrated a mean gain of 3.9 points ($p<.001$), which was 1.1 points higher than minority students participating in only five labs. Non-minority students participating in eight labs demonstrated a mean gain of 4.2 points ($p<.001$), which was also 1.1 points higher than their counterparts participating in five labs. On all of these comparisons of scores, the probability of the scores occurring by chance was less than .001.

These findings indicate that increased student exposure to the inquiry process, combined with more opportunities for teachers to participate in professional development, results in increased student scores. Even though the minority students had lower scores initially, preliminary analysis of the data indicates that increased numbers of labs can help reduce the achievement gap. In fact, even though analysis of student achievement related to reduced class size is not yet complete, initial findings suggest that increased experience, combined with expanded teacher training, has a greater impact on increasing student scores than does reduced class size. **It is also significant that only 5% of the 1121 students were proficient on the pre-test, and over 62% were proficient on the post-test.** However, intervention is still needed to meet the needs of all students. Other remediation strategies are being investigated.

Denver was one of seven sites selected nationally to participate in a student research program that is part of the Human Genome Project (the worldwide, 15-year-long study to map and sequence the human genome). In 1997-1998, students sequenced a segment of chromosome 5, which is known to have caused deafness in nine generations of a Costa Rican family. For 1998-1999, students will complete research to sequence another chromosome segment. Leaders in Learning is participating in this project through a biotechnology component at the University of Denver Science Laboratory. By providing students with authentic applications of science and technology, this school-to-career effort benefits students by giving them an opportunity to conduct real research and build their understanding of careers in science and health. Seven teachers and 124 students from four school districts (Denver, Sheridan, Aurora, and Colorado Springs) are participating in this study. Teachers are trained to conduct the experiments and to support student inquiry in these investigations.

"I think it is amazing that we were working with original science. . . . The data we collected will help scientists find a cure for this disorder."
"If I could have an opportunity like this again I would definitely do it."
"We worked with very high-tech machinery that wouldn't be offered in a high school classroom. It was great seeing science working in front of us instead of just reading about in our textbooks."
"We learned a whole new world about lab science."
"I am so glad we got the opportunity to have a college experience and work on something that makes a difference."
students, commenting on their biotechnology experience at the science lab

At this point, powerful anecdotal data confirm the positive impact of this research project. However, since the goal of this effort is to decrease the student dropout rate and increase student interest in post-secondary education, measuring the impact quantitatively is not yet possible. Tracking of student participants over the next three years will provide evidence of the overall impact.

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Mathematics Resource and Training Center
The 1997-1998 school year was the pilot year for the math assessments used for baseline data collection in the Mathematics Resource and Training Center. Table 2 shows the pre-/post-test scores and gains by ethnicity. Because of differences in the total number of items on the assessments, the data are divided into grades 1-3 and grades 4-5.

Table 2
Mean Pre-/Post-test Math Scores* by Ethnicity

	Grades 1-3				Grades 4-5			
Ethnicity	Number tested	Mean Pre-test	Mean Post-test	Mean Gain	Number tested	Mean Pre-test	Mean Post-test	Mean Gain
Minority	123	7.1	11.5	+4.4	56	5.1	8.5	+3.4
Non-minority	270	6.9	12.8	+5.9	153	7.2	9.8	+2.6

*Total number of items for grades 1-3 assessments = 20; for grades 4-6=16.

Initial analysis of data reveals a larger gain for minority students than for non-minority students in grades 4-5. Even though the increase appears to be significantly larger for students in grades 1-3, it should be noted that the number of points possible is greater on those tests (20 as opposed to 16). These baseline data will be used to determine proficiency levels and will contribute to analyses of impact of the professional development model as implemented at the Math Center.

"The Partnerships/Goals 2000 Math-Science Lab is the best model for pre-service teachers that there is. It involves standards-based content area instruction from master teachers. It should be a national model."
mathematics education associate professor, Metropolitan State College of Denver

Graduate Training
Analysis of evaluation data of the long-term impact of the graduate courses indicates that teachers who completed the program felt that their knowledge and skills related to the topics assessed had improved as a result of their training. The highest mean gains were exhibited for improved knowledge about designing rubrics to measure student performance, teaching to standards in the classroom, designing standards-based instruction, and creating assessments to match standards.

Teacher comments about the usefulness of the graduate training and the long-term changes that it produced provide compelling qualitative data. Teachers reported seeing themselves as more confident of their ability to align course content with standards and better equipped to use rubrics. In addition to course content, a major benefit cited was the opportunity to share information with educators from other districts.

With a commitment to providing graduate training beyond the Denver area, program staff reorganized curriculum, produced supporting instructional videotapes, designed interactive learning modules, created a website for online mentoring and instruction, and planned for distance learning connections to other areas of the state. As a way to expand the audience for this training and increase the impact statewide, graduate courses will also be offered to educators as non-degree credit through other universities. Teacher feedback to the training includes the following comments: *"My teaching focus has changed to include the standards and the district curriculum from the planning stage through the assessment by using rubrics to communicate the process of evaluation with students and their parents. I have also rediscovered the strengths of interdisciplinary units." "I feel more comfortable integrating the Colorado standards and I include students more in my planning–their needs drive my instruction." "The courses came at a time in my career when I needed a 'shot' in the arm. The overall review of student characteristics, accommodations, unit planning, and focusing on standards has raised my level of professionalism."*

Social Studies Integrated Learning Center
With its focus on topics of energy use and human impacts on the natural environment, the Social Studies Integrated Learning Center provides teachers with opportunities to engage their students in authentic problem-solving and inquiry across the content areas. In its initial year, much time was devoted to designing the integrated standards-based lessons and assessments. During 1998-1999, pre-/post-tests will provide baseline data related to program impact. An outside evaluator's in-depth survey of a sample of teacher-participants provided strong support for the program. Impressed by the

"After seeing how excited my students got, a whole new idea of teaching . . . opened up for me."
teacher, commenting on Social Studies Integrated Learning Center

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way in which his students interacted in the debate process, one teacher expressed that he intends to change some of his own teaching methods. One teacher stated that the opportunity led her students to a point of saying to themselves, *"I can attend college someday too."*

V. Dissemination

Our dissemination efforts are described throughout the *Accomplishments* and *Impact* sections of this report.

VI. Lessons Learned/Continuous Improvement

Since its inception in 1995 as a *Partnerships/* Goals 2000 Local Improvement Initiative, Leaders in Learning has provided professional development in the implementation of standards to approximately 1000 teachers. Over 120 of these teachers completed graduate courses. Over 20,000 students have participated in the inquiry-based training at the science, math, and social studies labs. With a strong action-research approach to program implementation, lessons learned have continually shaped and improved functioning of this program.

In 1997-1998, when Leaders in Learning became a CASSI grantee, a number of significant changes resulted from the increased commitments to the local partnership and the added responsibilities of providing services statewide. After consideration of this growth process, the following list is offered to other programs that may be attempting a similar collaborative effort.

- **Regardless of the size of a collaboration, every partner needs to be heard and needs to feel empowered by the partnership.** When Leaders in Learning began to address statewide issues, a concurrent attention to providing increased services locally enabled the reform to become more systemic within the three partner districts. As a result, the core or foundation for program functioning strengthened, and the outreach efforts were "anchored" to a solid base, thereby bringing greater sustainability.
- **A re-assessment of resources can often bring solutions that may have been previously overlooked.** For example, technology resources through ETTC (Educational Technology Training Center) and cable Channel 22 that have been used to train teachers locally are now being utilized to help with widespread dissemination of materials and courses to be taught via distance learning. Similarly, an online mentoring model developed by the Centennial BOCES CASSI project appears to offer some solutions to the expanded mentoring model that will be necessary to support teachers statewide.
- **Leveraging of funds and resource sharing contributes to mutual success.** For example, the Denver-CONNECT Science Leadership cadre is assisting in the development of an inquiry toolkit, including Leaders in Learning videos, by field-testing the materials during 1998-1999 and disseminating the products to all districts during 1999-2000. Also, by working with the inservice programs of the partner districts, it has been possible to train more teachers, and they are better prepared to train and mentor other teachers so that the number of educators trained increases exponentially.
- **Planning needs to address all aspects of service model.** While this may sound all too obvious, details do sometimes get overlooked. For example, with the great success of the professional development provided through the demonstration sites, increased numbers of teachers were asking to participate in the training with their students there. Pairing groups being trained at the science lab with those being trained at the math or social science lab seemed like a logical solution. However, the unexpected doubling of the transportation charge for the bus to move students from one site to another became a matter of concern that needed to be addressed in order for plans to proceed.

VII. Conclusion

Partnerships/Goals 2000-CASSI has provided the funding essential to the creation and expansion of Leaders in Learning and other standards-based professional development programs. This financial support has been vital, but an even greater contribution has been the strength of the state's leadership in building a creative network of educators and service providers, all of whom share a commitment to improving education in Colorado and making education work for the children of our state. This support and guidance are the foundation upon which all else has been built.

Local Improvement Grants

Adams District 1
Mapleton Public Schools
Standards for Reading and Reading for Standards
1997-1998 Grant, Year 1 Progress
$108,000

Partnerships/Goals 2000 goals addressed:

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

- Increase teachers' ability to deliver prescriptive instruction aligned with grade-level standards by providing teachers with instructionally relevant, diagnostic, baseline reading information on all district students.
- Increase the number and percentage of students demonstrating proficiency on district grade-level standards for reading by providing all school staff with the skills necessary to implement an effective, building-determined system of differentiated, prescriptive instruction derived from baseline assessment.
- Increase the number and percentage of students demonstrating proficiency on district grade-level standards for reading by providing students with extended opportunities for reading skill development and reading skill application.
- Increase district, building, and classroom accountability for grade-level standards in reading and other content areas by collecting end-of-year data that accurately describes student growth and provides instructionally relevant reading skill information for the next year's teacher.

II. Accomplishments

- Each of our district's ten schools planned and implemented activities designed to address the literacy needs specific to that school's students and community.
- Classroom-level processes were established for collecting accurate diagnostic reading information (instructional level and skill area strengths and weaknesses) for every student in grades K-9.
- A district-developed individual reading inventory (IRI) was created (in both English and Spanish versions), pilot-tested, and revised for full deployment at grades K-4.

Over 95% of the district's elementary teachers were involved in training on the use of research-based reading diagnostic and instructional strategies.

- Fall/spring reading growth data was collected on all students in grades 1-3 and grades 6-9. Student reading growth exceeded time spent in school at six of seven grade levels assessed.
- One hundred sixty-five students participated in a summer reading program designed to concurrently improve student reading skills and improve staff capacity to deliver prescriptive instruction driven by individual learning plans (ILPs). Pre-test/post-test data collected indicated that students averaged two-tenths (.2) of a year reading gain as a result of one-tenth (.1) of a year of instruction.

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III. How Standards are Addressed

Mapleton has in place board-adopted, grade-level achievement standards for all core academic areas (communications, mathematics, science, social studies, and careers). Teachers have worked for over seven years to establish meaningful rubrics and assessments for grades K-12 under each of the standards content areas. The ability to read and understand written materials falls within the communications standard, which also includes writing, speaking, and listening skills.

Mapleton's standards-based educational reform efforts have been boosted significantly thanks to funds available through the 1997-1998 *Partnerships*/Goals 2000 project. All funds were used to support school-level efforts to strengthen alignment of reading instruction, reading assessment, and grade-level reading standards. Increasing the alignment among these critical components of a standards-based educational system resulted in more relevant assessment, more focused instruction, and a much higher level of accountability for student achievement.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The success of this project is defined by two factors: one, **project fidelity** (the degree to which we did what we said we would do) and two, **project results** (the degree to which what we produced the results we expected). Each of these success factors will be discussed separately.

Project Fidelity

Mapleton's *Partnerships*/Goals 2000 project involved two main components. The initial stages of the project were focused on selection, creation, and implementation of a K-12 system of reading assessment that provided both instructionally relevant diagnostic information and accurate data on student reading growth. Subsequent stages of the project focused on increasing teachers' capacity to deliver effective prescriptive reading instruction derived from hard assessment data on student reading needs and characteristics.

Assessments

Two groups of teachers came together to select the way in which student reading needs, characteristics, and growth would be assessed. One group represented elementary teachers, and the other group represented secondary teachers. Both groups identified assessment needs, established criteria by which possible assessments would be judged, reviewed available assessment approaches and instruments against the criteria they had previously established, pilot-tested potential assessments, selected an assessment best suited to their needs, and developed plans for implementation of the assessment across the district.

The elementary assessment team decided to revise and extend use of an individual reading inventory that had been developed by district teachers the previous year. The inventory was designed to provide specific, incremental growth information on students' decoding and comprehension strategies at grades K-5. A multiple-level staff development model (training, modeling, coaching) was used to develop teachers' ability to effectively use the inventory once it was ready for widespread use; by year's end, over 95% of district K-5 teachers had developed the skills necessary to administer, score, and interpret the inventory. Teachers expressed concern about the time required to administer the inventory, but were generally enthusiastic about the reading information the inventory provided. One teacher noted, *"I was looking around for someone else to test my class for me until I discovered how much I learned about my students by actually giving them the inventory."* A few schools elected to use *Partnerships*/Goals 2000 funds to hire experts in the area of instructional management to help organize time and schedules to facilitate assessment.

The secondary assessment team decided to use a commercially published reading assessment to identify sixth through ninth grade students' reading strengths and needs and to document reading growth. Students were pre-tested in the fall, then post-tested with a different form of the same assessment in the spring. Fall assessment established a baseline against which to measure growth but, more importantly, provided students and teachers with critical information about specific reading skills important at secondary levels. Schools developed various ways of developing teachers' capacities to use the

assessment data instructionally, but a common theme across all schools was differentiation between the staff development needs of reading specialists versus the needs of content area specialists. Data from teacher and principal interviews suggests schools are well on their way to having all teachers understand the meaning of the reading data they are receiving on children, but need to continue to find ways to develop teachers' ability to use the data to alter instruction. A ninth grade science teacher commented, *"I used to know they [the students] couldn't read well; now I know why they can't read well; I still need to know how I can help them learn to read better in a high school environment."*

Prescriptive Instruction

Each school submitted a plan to improve its capacity to provide effective, data-based prescriptive instruction. The plans were based on the needs and characteristics of students, families, and faculties at each school. Teachers, administrators, and support staff jointly crafted the school plans; parents provided ideas and reactions to the plans through structures already in place at each school (e.g., PTA, school advisory committees, and parent/teacher conferences).

Partnerships/Goals 2000 funds were distributed to support capacity-development efforts described in the school plans. All schools received *Partnerships*/Goals 2000 support, and a total of 38 specific capacity-building activities were funded. Examples include the following:

- field-based staff development via ILP-based summer programs,
- inservices on interpreting and applying diagnostic reading data,
- training on how to maximize individual instruction through classroom organization,
- classes on balanced literacy,
- training and support for teachers serving as literacy coaches to other teachers,
- training on the development of literacy skills within secondary content area courses,
- planning and startup activities required to implement literacy festivals and home reading programs, and
- training on appropriate use of prescriptive reading interventions with LEP (limited English proficiency) and special education students.

Project Results

The primary desired result of this project was to increase student reading achievement. Mapleton uses multiple databases when measuring all types of academic achievement, including reading. Data is collected that allows student comparisons to themselves (growth data), to others (norm-referenced data), and to performance criteria (standards data). The assessments used in this project are one part of the body of evidence students use to demonstrate proficiency on the communications standard, so they provide both growth and standards data.

Growth Data

Growth data was obtained by comparing students' fall and spring scores on the reading assessments described previously. Instructional-level data were collected on all students in grades K-5; however, fall data obtained from grades K, 4, and 5 indicated unexpected instrument problems that limited dependable growth analysis to grades 1, 2, and 3. Standardized test data was collected at grades 6-9; all these grades were also included in the growth analysis.

Elementary growth results (grades 1-3) are reported in terms of average years of instructional growth over the seven-tenths (.7) of a year of instructional time that transpired between pre-testing and post-testing. Secondary (grades 6-9) growth results are reported in terms of change in average grade equivalents from pre-testing to post-testing. Approximately .7 years instructional time transpired between pre-testing and post-testing for these grade levels also. While grade equivalents are not equal interval scores, they provide an easily understood approximation of true score changes.

The elementary level data in the table below indicate that reading progress as expressed by instructional reading level exceeds time in school at all grades assessed. Secondary students' average attained reading grade equivalents were closer to their actual grade placements at the end of the project than at the beginning of the project at three of the four grades assessed. While the use of grade equivalents

limits specific arithmetic interpretation of the secondary growth results, the finding that attained secondary post-test grade equivalents were closer to actual grade placement than pre-test grade equivalents at three of the four grades tested supports the conclusion that real reading growth was achieved.

Elementary School Student Growth Results
1997-1998 School Year

Grade	Instruction Time (in years)	Median Instructional Growth (in years)
1	.7	0.9
2	.7	0.8
3	.7	0.8

Secondary School Student Growth Results
1997-1998 School Year

Grade	Median Pre-test Grade Equivalent	Median Post-test Grade Equivalent	Grade Equivalent Change
6	5.3	5.6	+0.3
7	5.4	6.8	+1.4
8	6.4	7.8	+1.4
9	7.9	9.6	+1.7

Another desired result of this project was to decrease the gap between those students who struggle with reading and those who do not struggle with reading. To explore the differential impacts of this project on weak versus successful readers, growth data was analyzed separately for students with pre-test scores below grade level and compared to growth data for students who attained pre-test scores at or above grade level.

Comparison of Weak and Successful Readers
Elementary Growth Data

Grade	Weak Reader Growth (years)	Successful Reader Growth (years)
1	.8	1.0
2	1.0	.8
3	.8	.8

Secondary Growth Data

Grade	Weak Reader Growth (grade equivalent increases)	Successful Reader Growth (grade equivalent increases)
6	0.5	0.0
7	1.3	0.9
8	1.4	0.4
9	2.0	0.0

The elementary data indicate that the project resulted in student achievement gaps decreasing at one grade level (second), increasing at one grade level (third), and staying the same at one grade level (first). The secondary school data suggest gaps decreased at all grade levels, although the use of grade

equivalents limits more specific interpretation of the data. At this time we cannot fully explain the lack of improvement among our sixth grade students; however, we are exploring various possibilities for achieving strong growth at all grade levels.

Standards Data
Comparison data collected from spring of 1998 and spring of 1997 indicated that student attainment of the Mapleton communications standard increased at the middle school and high school levels, but decreased at the elementary level. Communications standard proficiency rates for this year (1998) and last year (1997) appear in the table below.

Communications Proficiency
Comparison 1997-1998

	1997	1998
Elementary	76%	72%
Middle School	70%	88%
High School	43%	54%

This was the first year that the elementary reading inventory and the secondary reading diagnostic test were used as methods for assessing student proficiency on the reading component of the communications standard. Demonstrated reading proficiency was required previously, but the way in which reading proficiency was demonstrated varied greatly from teacher to teacher. Therefore, only overall communications proficiency rates are available for comparison across years. While two of the three sets of data available seem to provide evidence that the project positively affected attainment levels on the general communications standard, these data must be interpreted with caution. It is unclear to what degree the other communications standards requirements and/or adding more specificity to the reading component of the communications standard affected overall student proficiency rates.

V. Dissemination

Plans for sharing information concerning this project have been organized by the needs and interests of the various target audiences. District administrators and instructional staff have discussed the project and its results as a part of organized district start-up activities which occurred this fall. Parent leadership organizations (the district accountability committee, superintendent's Parent Advisory Council, and school advisory committees) have been or will be briefed on results obtained from the project, with particular emphasis on implications of these results for development of continued efforts to raise student achievement. Parents of district students will learn of the project and its results through their school newsletters. Parents also will receive a great deal of artifactual information about the project as teachers share individual students' reading results and prescriptive learning plans with parents throughout the year. Statewide distribution of project information to educational professionals will occur through presentations at appropriate conferences and through the Standards and Assessments Resource Bank.

Resources available to share with others include:

- one-page executive summary of the project and its results;
- short videotape describing and demonstrating use of the district-developed individual reading inventory (elementary level assessment);
- copies of the district-development individual reading inventory (English and Spanish); and
- consultation/advice concerning any aspect of the project, including organization/planning, assessment procedures, data collection and analysis, staff development, and evaluation.

VI. Lessons Learned/Continuous Improvement

The first and most important lesson learned is really a timeless principle re-learned: teachers can significantly increase student reading growth rates when they have available to them instructionally relevant diagnostic data and the knowledge and resources to use this data in a prescriptive manner. A critical corollary to this principle is the impact of the perceived value of an endeavor as compared to the effort expended to accomplish the endeavor. Elementary teachers initially were extremely reluctant to

endorse systemic use of a teacher-administered individual reading inventory, even after a committee of their peers found that there was really no other way to effectively diagnose student reading skills at an early elementary level. However, once teachers had personally experienced the type and quantity of information obtained through teacher-directed assessment, they expressed reluctance to have anyone other than themselves administering the inventory to their students.

Another set of lessons learned involved development of the elementary reading inventory itself. Developing a reliable and valid reading inventory requires a great deal of commitment and effort on the part of teachers. Even after several trials of the elementary reading inventory, concerns about validity of the data obtained during fall pre-testing caused grades K, 4, and 5 to be dropped from results analysis. The kindergarten and fourth grade materials have been revised and will be re-introduced this fall, but repeated difficulties in using the reading inventory to accurately measure reading skills at higher grades has resulted in the district replacing the reading inventory with a norm-referenced diagnostic reading assessment at fifth grade. Reliability of the inventory data also was an issue. Dedicated assessor training and a system of conducting accuracy checks are required if data are to be used for accountability or high stakes educational decisions.

Teachers' desire to administer their own assessments notwithstanding, finding teacher time to conduct the individual assessments at the elementary level was, and continues to be, a major obstacle to the success of this project. Staff who had expert coaches available to assist in the classroom planning and organization necessary to support the assessment process were most successful and least stressed. Project success also was increased when schools were able to identify resources (mostly personnel) available to help support teachers' efforts to get assessments completed.

Lastly, it became apparent that good diagnostic information does not, in and of itself, lead to improved student reading achievement. The critical link between diagnostic information and improved achievement is accurate and persistent instructional intervention. Teachers who received the training and assistance necessary to tie interventions to identified student reading characteristics produced considerable growth in student reading across achievement levels. Prescriptive skill was especially critical to producing reading growth at secondary levels.

At the present time this project is being completely sustained. *Partnerships*/Goals 2000 funds were used to establish the systemic infrastructure and human abilities required to diagnose individual students' reading needs and to respond to these needs with individualized prescriptive instruction. The assessment system in place this year is an updated and improved version of the one conducted last year. Individual schools continue to use staff development resources to address teacher-specific skill needs. Development of expanded learning opportunities for students needing additional time or resources for reading improvement has emerged as a critical next step in aligning our instructional array with student need.

Adams Twelve-Five Star Schools
Collaborative Assessment of Student Performance: The CASPer Initiative
1995-1996 Grant, Year 3 Progress
$103,572
1996-1997 Grant, Year 2 Progress
$114,768

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Sharon Johnson; K-12 Science Specialist; Adams Twelve-Five Star Schools; 11285 Highline Drive; Northglenn, CO 80233; (voice) 303-451-1561 ext. 2161

I. Broad Goals

- Establish and maintain clear standards for what students must know and be able to do.
- Implement assessments to ensure that students are meeting high academic standards.
- Align curriculum and instruction to standards and assessments.
- Share responsibility and be accountable for results.

II. Accomplishments

- Seven district schools (two high schools, two middle schools, three elementary schools, and two alternative school programs) continue to have collegial performance-based assessment teams in the areas of either language arts, math, science, history, and/or geography. They continue to develop, implement, and score classroom assessments that align with standards. Additionally, individuals who have benefited from CASPer (Collaborative Assessment of Student Performance) district training continue to develop assessments for their classrooms in other CASPer schools.
- Content area assessment teams (A-Teams) in language arts, math, science, history, and geography
    - Completed all unfinished district performance assessments in the areas of geography and history.
    - Revised all district assessments and rubrics.
    - Wrote new math assessments for implementation in 1998-1999.
    - Added a chemistry performance assessment.
    - Trained all new teachers in administrating and scoring district performance tasks.
- All performance tasks in writing, math problem solving, science investigation, history, and geography were administered to every student in grades three through ten with additional math and reading in primary grades.

Assessment Literacy Training

- Twenty teachers participated in the I998 CASPer Summer Assessment Writing Conference.
- Forty-five elementary teachers and twelve administrators participated in "Teaching for Understanding" workshops which emphasize going beyond the rubric to redesign instruction and assessment.
- More than 2,500 students have participated in CASPer assessments.

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Accountability

- District performance assessment results in all four content areas continue to show increased achievement from the 1997-1998 results in most areas scored for grades three through ten.

III. How Standards are Addressed

Our school district's curriculum is designed around standards-based curriculum frameworks. These frameworks determine the indicators of performance at each grade level for each standard. All of the assessments designed in our assessment grants were aligned to specified indicators of performance. With little exception, our standards match those in state and national documents.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Partnerships/Goals 2000 funds have been used to build the links between standards, assessments, and instruction. Beginning in the summer of 1997, the district provided standards-based staff development to teachers and administrators. The modules used in instruction were developed by district staff developers with input from specialists. The assessment module emphasizes the link between assessment, the standards, and instruction, and is based in part on the work of CASPer teachers.

- CASPer School teachers are continuing to develop assessments and collect student work that can be shared with other teachers. In a standards-based system, students must be judged equally in all classrooms. This can only happen if teachers work collegially to design and score assessments.
- CASPer School teachers continue to establish clear performance expectations for their students. A wider range of student performances are being provided for both students and teachers to measure progress.
- CASPer School teachers are helping redesign staff development. For many teachers, assessment in a standards-based system involves a major paradigm shift.

This year a focus group of elementary math and science teachers reviewed last year's student work for evidence of student understanding as well as evidence of criteria established in the rubric. Through this process, teachers were able to redesign instruction. Preliminary results indicate that the students of teachers who participated in this process had higher achievement on than the students of teachers who did not participate.

- CASPer School teachers are sharing their successes and failures in collegial settings. These meetings get at the heart of the issues and are essential if the work is to progress.
- Baseline data can now be compared to year three's results. In most cases, improvements in achievement are being noted. For example, in eighth grade writing, math, and science have been administered for three years with the following results:
    - **Student work scored for writing content, organization, and editing have improved significantly. Writing style scores have not.**
    - **Student work scored for math communication and problem solving has improved significantly from 45% of students meeting the standard to over 60% of students meeting the standard.**
    - **Science investigation scores have also improved from 50% of students meeting the standard to 63% of students meeting the standard.**
- Schools are reporting more focused instruction and attention to the concepts and skills assessed in the performance tasks. This should show up as improved achievement of the content standards over time.

V. Dissemination

Although some assessments are ready for dissemination; others are not. The dissemination of assessments will take place in spring and summer of 1999. The district will provide opportunities for teachers to share their assessments and student work with others and provide a summer opportunity for other district teachers to learn how to use the CASPer assessments.

District-wide performance assessment results are available now, having been completed in mid-October 1998. They are shared with the board of education, community, and schools. At that time, CASPer school data will be compared to other schools not engaged in assessment literacy and design. Early results indicate that performance has improved on district-wide performance tasks in CASPer Schools that have continued their schoolwide focus for two years. For example, in our elementary school that has focused on science, scores have continued to rise on all measures, including version five of the California Achievement Test (CAT-5). In other schools that have fewer than five teachers participating, scores on related assessments have improved for students of participating teachers.

As requests for copies of our district-wide assessments are received they are being disseminated to interested districts around the state and nation. Presentations have been delivered at regional and state assessment conferences as well as at the National Association for Supervision and Curriculum Development (ASCD) Conference, National Council of Teachers of Mathematics (NCTM) Conference, and National Science Teachers Association (NSTA) Conference.

A video illustrating how the district summative assessment in science is an integral part of the teaching in a standards-based system has been produced and is being used in staff development for teachers and administrators. It will be the focus of a presentation at the Colorado Science Teachers' convention.

VI. Lessons Learned/Continuous Improvement

Assessment in a standards-based system involves a paradigm shift for most experienced teachers. Most teachers have been trained to think of assessment as the test at the end of instruction rather than as the force that drives instruction. A single performance assessment task given district-wide in a content area can begin the assessment literacy process, but additional staff development must be provided to enable teachers to redesign their classroom instruction around other forms of non-traditional assessment.

Mixed results are noted for social studies assessments in the areas of history and geography. This is in part due to difficulty in designing performance assessments in this area as well as difficulty in implementing aligned programs with the few standards-based curricular materials available.

The performance assessments were given to all students; however, individual teachers had to decide what accommodations or modifications to make for special needs students. This proved to be difficult for many teachers. Work will continue to occur around our specific tasks and how they can be adapted to the special needs of all students. We will also continue to look for exemplary student work that can help teachers identify students who go beyond the rubric. This information will then be shared with the gifted and talented coordinators at each school, and tasks will be redesigned to better meet the needs of these students.

> The principal's support of a staff development plan that promotes the work of collegial assessment teams is a key component to increased student achievement and cannot be stressed enough. This support includes increased time for teams to work, help in finding resources, help in solving problems, assistance with gathering data, and enhancing communication between and among staff. The principal is an invaluable member of the assessment team.

The needs of the CASPer teachers have sparked changes in the types of staff development related to assessment literacy. New approaches to unit planning that incorporate a new view of assessment as a continuous process and not an event are being provided to teachers.

Of the over 150 teachers and administrators who have taken this training during the past two summers, all report that designing appropriate assessments aligned to standards is a complex and difficult task which requires more than just a change in thinking about assessment. Quality assessments that are aligned to standards take time to develop, field-test and revise.

Having revised their assessments this summer, CASPer teachers will be collecting more student work, refining their rubrics and preparing to disseminate their work in spring and summer of 1999. This is a change from our original plan. We believed that teachers

could both learn how to write quality assessments and write the assessments in one year; they could then revise and collect student work in year two for dissemination in year three. Assessment staff development took the entire first year and most first attempts at writing required multiple revisions during year two. Thus, year three has become the year to refine and collect student work. In the end, we will most likely have fewer assessments than anticipated, but we believe they will be of a higher quality.

Adams Twelve Five Star Schools
Literacy Achievement Project
1997-1998 Grant, Year 1 Progress
$100,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Tina Kerschen; Language Arts Specialist; 11285 Highline Drive; Northglenn, CO 80233; (voice) 303-451-1561 x2134; (fax) 303-450-3978; (e-mail) tina_kerschen@ceo.cudenver.edu

I. Broad Goals

- To facilitate implementation of the Colorado Basic Literacy Act.
- To enhance the literacy instruction skills of primary, intermediate, and secondary teachers through rigorous, practical, and content-rich staff development which includes collaboration, inquiry, reflection, and coaching.
- To increase administrators' informed support of balanced literacy instruction and the implementation requirements of the Colorado Basic Literacy Act.
- To develop more effective partnerships with the community to address literacy achievement for all students.
- To coordinate the literacy activities within the Literacy Achievement Plan for maximum benefit to students and schools.

II. Accomplishments

Implementation of Colorado Basic Literacy Act

- Information sessions delivered to twenty district elementary schools.
- Comprehensive grade-level assessments, planning tools, and communication materials developed for and disseminated to teachers, administrators, and literacy leaders.

Literacy staff development for K-3, intermediate, secondary, and administrators

- Comprehensive restructuring of staff development in primary balanced literacy to increase staff development training capacity and teacher access to training.
- Creation of content-rich overview of balanced literacy for intermediate instructors.
- Revision and delivery of balanced literacy training to para-educators and community volunteers across the district.
- Balanced literacy overview for administrators.
- Creation/dissemination of document for administrators, coaches and mentors: "What to Look For in Balanced Literacy Instruction."
- Creation/dissemination of individual self-evaluation and planning tool for implementation of balanced literacy in primary grades.
- Creation of schoolwide self-evaluation and planning tool for literacy instruction for school improvement teams, delivered with training to school teams.
- Creation/dissemination of schoolwide self-evaluation and planning tool for implementation of standards-based instruction.
- Establishment of new district position: literacy resource teacher on special assignment, intermediate coordinator.
- Resource lists made available to schools receiving mini-grants for literacy-related projects.

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Partnerships

- Approval of mini-grant funds to nine schools: six elementaries, one middle, two high schools.
- Funding provided to support K-5 training in literacy learning through new social studies program.
- Materials and information shared with secondary schools, various district departments, charter schools, other districts, parent/community groups and organizations.

Literacy Coordination

- All programs and projects are supervised by language arts coordinator with the active participation of the district-wide Literacy Steering Committee (represented by classroom teachers, school administrators, CLIP trainers, Title I supervisors, parents, and special education and ESL coordinators).
- Creation of District 12 Literacy Council, providing training and networking opportunity at the program/supervisor level for all involved in literacy instruction and student achievement.
- Involvement of all schools in the piloting of literacy achievement plans and K-5 reading proficiency checklists materials for the district.
- Revision of the K-12 language arts curriculum framework to raise specific expectations for student performance and learning, to continue to meet and exceed Colorado Model Content Standards, and to align the curriculum and literacy achievement materials.
- Development of a kindergarten literacy "study group" for district teachers.
- Provision on request of literacy materials and training to charter schools to help them align key instruction and assessment with district and state standards.

III. How Standards are Addressed

The focus on student achievement of standards, and in particular of literacy-related standards, has been the underlying and overarching purpose of all of the projects related to this grant. For example, grade-specific reading proficiency checklists, designed by district teams, align not only with district and state content standards, but also reflect grade-level proficiencies for reading which support the Colorado Basic Literacy Act. The creation and revision of all staff development opportunities have been based on the pertinent state and district standards, both in terms of content, and in terms of instructional delivery. Finally, the selection of materials which support schools' *Partnerships*/Goals 2000 literacy projects has been focused on materials which also support the instruction of standards.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Materials designed to enable Adams Twelve teachers to implement the Colorado Basic Literacy Act have been developed, piloted, refined, and distributed to each elementary school. These materials include a grade-level reading proficiency checklist for K-5; reading assessment guidelines; grade-level assessment materials; a grade-specific student profile/body of evidence summary form; a grade-level literacy achievement plan form; a literacy plan conference form; guidelines for preparing for and conducting a conference to write a literacy achievement plan; a "literacy glossary;" and a feedback form.

In addition, materials developed for administrator and literacy resource teacher use include copies of all teacher materials, plus overhead masters summarizing the essentials of the Basic Literacy Act; information about reading assessment and school planning from CDE and the district; and articles summarizing best practice in literacy instruction.

Information and awareness sessions about the Literacy Act have been prepared and presented to a variety of groups.

The district's staff development training in primary (K-2) balanced literacy, once a two-week summer workshop, has been completely reconstituted in order to increase training capacity and create easier access to the training for all interested teachers. The training now consists of a series of modules, each supported by follow-up coaching by literacy specialists in each school. The balanced literacy training modules currently available are:

- Overview of a Balanced Literacy Program
- Environment for a Balanced Literacy Program
- Shared Reading
- Independent Reading & Reading To Students
- Guided Reading: The Heart of a Balanced Literacy Program

Modules scheduled for development or refinement during 1998-1999 include:

- Literacy Assessment
- Phonemic Awareness
- Balanced Literacy for Kindergarten
- Expository Writing
- Literature Circles

To help focus in the needs of classroom in grades 4-8, the intermediate literacy coordinator

- met with all intermediate staffs to listen and to share vital information;
- facilitated and coached intermediate staff;
- facilitated the development of reading proficiency checklists for grades 4-5;
- trained district literacy resource teachers in basic coaching skills;
- developed and trained a new course in literacy and technology; and
- helped create and facilitate the middle school reading teacher standing committee.

V. Dissemination

Many efforts have been made to provide teachers, administrators, program coordinators, and literacy leaders with timely information about the multiple literacy projects going on in the district. For example, school administrators and literacy leaders received sets of overheads and blackline masters providing initial awareness level information about the literacy act to share with staffs. Literacy Steering Committee members provided training and information sessions. The language arts specialist gave "information and Q&A" sessions to a number of schools. Ongoing updates were given to standing committees. Feedback has been provided to design teams by teachers, committees, and administrators throughout the year, both formally and informally. A partial list of presentations includes those given to:

- 20 school faculties
- Title I teachers
- diversity coordinators
- elementary director
- literacy resource teachers
- parent/community groups
- special education teachers
- ESL facilitators
- elementary administrators
- District Literacy Council members

As part of our commitment to share our work with colleagues in other districts, a variety of formal presentations have been given. Out-of-district presentations have been given to:

- Colorado Principals' Center
- *Partnerships*/Goals 2000 networking sessions
- other districts, including Monument, St. Vrain, Pueblo 70, Colorado Springs, and Ft. Lupton
- Northern Colorado Assessment Consortium
- pre-service teachers, University of Colorado, Boulder
- state assessment conference, Breckenridge
- district resiliency conferences
- CDE English coordinators' meetings
- Colorado League of Charter Schools
- District 12 cadre of literacy resource teachers
- Centennial BOCES

In addition, a number of informal sharing opportunities have taken place through phone calls, informal meetings with colleagues, and the sharing of works in progress through the mail.

VI. Lessons Learned/Continuous Improvement

A few "**lessons learned**" present themselves as we pause, take breath, and reflect on the work done so far, as well as on the work yet to come. All grant-related activities done up to fall 1998 have been a preparation for implementation of the Basic Literacy Act and a deeper implementation of the language arts content standards. Lessons we have learned from this include the following:

Involve as many people as possible in the development of something new. For us, this has meant creating a number of relatively small, expert design teams, with many opportunities for large groups of eventual users to participate in piloting, reviewing, and providing feedback to multiple works in progress. The district's literacy steering committee, an ongoing oversight team, has provided invaluable leadership and continuity to our process over the past several years.

You can't do too good a job of communicating. We've already worked through several "information waves"—basic awareness sessions, pilot materials, new designs, mandates, and suggestions. We've done small group discussions, large group presentations, team sharing opportunities, problem-solving and focus groups, individual responses to questions, and damage control. The only way to get through it all seems to be to create ongoing opportunities for those involved in the process at all levels to be able to express their concerns, assured of a respectful and responsive hearing.

> The best products and processes we've achieved have been the result of multi-level efforts. Whenever possible, we have had teams from all grade levels, as well as a variety of specialists, working together. The breadth and depth of such professional conversations have been a real strength in many ways.

Pay attention to the "materials" and "processes" change models. The systemic change models really are valid: for major change to happen in a systemic way, people need vision, skills, incentives, resources, and an opportunity to take action. People do need to honor the past, take the best with them, and tolerate ambiguity as they move into something new. The work supported by our grant thus far has enabled District Twelve to enhance the vision, skills, resources, and action available to our community. Providing incentives for an unfunded state mandate is another challenge.

Unless leaders understand and support your efforts, progress toward change will be slow. As we're all aware, there are multiple priorities demanding attention within education. It is only through the understanding and support of key leaders, early in the process, that many significant changes will be implemented.

It would be nice to stop and rest, and let the process "ride" for awhile. That luxury is not available. We are continuing to refine many of the products developed by this project as the real needs of implementation require continual adjustments. As awareness by the community increases, so do requests for resources, training, support. We will pursue this process as proactively and responsively as we can, and we expect to learn a great deal more by next year.

Adams County School District #14

All Means All: Overcoming Barriers to Achieving Standards

1995-1996 Grant, Year 3 Progress
$471,000
1996-1997 Grant, Year 2 Progress
$164,555

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: John Lange; Principal; Adams City High School; 4625 E. 68th Avenue; Commerce City, CO 80022; (voice) 303-289-3111

I. Broad Goals

- Increase secondary students' literacy in order to meet state and district standards, especially in reading and writing.
- Utilize a Welcome Center to integrate the highly mobile students into the district and assist them in meeting district standards and completing high school.

II. Accomplishments

The district continued to build on the accomplishments from years one and two of the grant, although the grant was not continued for the 1997-1998 school year. The school district however, continued with the initiatives as part of our commitment to improving education for all students. Accomplishments of the past year include the following:

- Staff utilized technology to complement the literacy laboratories at the high school and middle schools.
- Adams City High School (ACHS) expanded its literacy laboratories. There is now one laboratory in each student house. The school is divided into three "houses" of students.
- Increased numbers of students used the literacy laboratories during the 1997-1998 school year. Throughout the year the class offerings were expanded. Up to four classes were offered to students in each house.
- Adams City Middle School (ACMS) and Kearney Middle School (KMS) continued to staff the literacy laboratories with reading specialists.
- All students at both middle schools were scheduled into the laboratories on a regular basis.
- KMS expanded the use of the laboratory to include math.

Over 500 students utilized the literacy laboratories at ACHS. ACHS graduated more students last year than in the past four years. The graduation rate also increased 7.7 %. The dropout rate at ACHS decreased 0.8 %, continuing the trend of the past few years.

III. How Standards are Addressed

The literacy laboratories and Welcome Center continue to focus on assisting students in meeting district standards for graduation. The middle school laboratories focus on insuring that eighth grade students meet the district benchmarks that are required for transition to the high school. High school students are required to meet district standards and performance indicators to graduate. The literacy laboratories assist students in gaining skills needed to meet the standards.

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IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

All programs initiated by the *Partnerships*/Goals 2000 grant continued without funding for the 1997-1998 school year. KMS showed gains of 6.3 % in the number of students at grade level in reading. ACMS had 78% of their students showing gains of more than one level as measured by the New Century Software. The district supported the five full-time literacy teachers. It also supported the paraprofessional for the Welcome Center. Both initiatives are now embedded in each school as an integral instructional delivery system for student, and the district has found funding sources for these positions.

V. Dissemination

Each year the school district publishes an achievement profile, which is disseminated to parents, staff, accountability committees and the community. The results are used as part of each school's improvement planning process. The literacy laboratories are an integral part of each building's literacy plan.

VI. Lessons Learned/Continuous Improvement

At this point the district is still gaining information and building on the literacy laboratories. We have found that the number of students with reading needs was initially underestimated. We have many more students with reading needs. There is also no quick fix. The interventions must be multi-faceted. Staff members must include instructional techniques to assist reading in their content areas. Although it is difficult to find software and other proven programs which assist students at the high school level, we are continuing our search for options, since we have seen how positively this process has affected the literacy of secondary students.

Alamosa School District
Local Education Reform
Aligning Curriculum to Standards
1997-1998 Grant, Year 1 Progress
$150,709

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: David Thompson, Superintendent; Judith Baillie, Curriculum Director; Alamosa School District; 209 Victoria Avenue; Alamosa, CO 81101; (voice) 719-587-1600

I. Broad Goals

- Align K-12 curriculum according to adopted content standards in math, science, reading, and language arts, and begin to align K-12 curriculum according to adopted standards in social studies.
- Establish a consistent process for monitoring student achievement and obtain baseline student achievement data relating to standards and benchmarks.
- Map district curricula for math, science, reading, and language arts to show sequence of content.
- Engage community in dialogue about how to support standards-based education as means for all students to achieve, and how the structuring of professional development for faculty is critical to standards implementation.

II. Accomplishments

- K-12 curriculum alignment groups for math, science, reading and language arts, and social studies have engaged in a process which maps content, assessments, and instruction.
- All faculty, counselors, and administrators have participated in "Standards-Based Education 101" training, to "standardize" understanding of what a standards-based classroom looks like and the full implications of legislation regarding SBE and literacy. In addition, professional development for teachers has addressed:
    - research-based best instructional practices in language arts instruction, including learner-centered classroom practices;
    - performance-based and authentic assessments and standards-based practices in social studies; and
    - math and science assessments which are aligned with the content standards.
- Baseline data has been collected on student achievement, using standards-aligned assessments such as the Colorado Student Assessment Program (CSAP) and the Northwest Evaluation Association (NWEA) leveled achievement assessments. NWEA results now are utilized as part of data-driven curriculum design process to determine where gaps in instruction may occur.
- Through *Partnerships*/Goals 2000, every building in the district now has the hardware, software and training support to begin to manage student data. The data from each building will enable the district to analyze individual and aggregated gains in standards-aligned assessments. This system will provide longitudinal data to monitor effectiveness of our curriculum, assessment, and instruction.

Alamosa 2020 future search conferences have been successful in engaging a large and diverse group of adults and students in developing action groups which support the vision of Alamosa as a community of life-long learners.

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- Through the *Partnerships*/Goals 2000 management team process, and a baseline assessment of staff development needs, school monies (*Partnerships*/Goals 2000, Title I, bilingual/ESL, gifted and talented, instructional technology, and drug-free) have been blended towards a district-wide approach to providing professional development and materials.
- The creation of the first curriculum director position **supported by district funds** to oversee the ongoing revision process for standards-based content, assessment, and instruction, institutionalizes and centralizes the district's continuing commitment to the curriculum alignment work.
- As a result of the curriculum development process, curriculum committee teachers negotiated with administration for more staff development days dedicated to standards-based professional development, and two half-days of required K-12 articulation on curriculum.

III. How Standards are Addressed

The *Partnerships*/Goals 2000 planning grant has supported the curriculum mapping and alignment process in the core content areas described above; this alignment process for each of those content areas has involved over one-third of the teachers from every grade level, K-12, by providing for their release time. Mapping of math and science content has been completed and is in an ongoing revision process, including the alignment of assessments and instructional practices. Language arts and social studies curricula will complete the alignment process this year; a literacy plan for the district developed in conjunction with CDE will be finished in October 1998. These educator curriculum groups have also received professional development in research-based best instructional practices, including learner-centered classroom practices, performance-based and authentic assessments, and other standards-aligned assessments. Beginning in fall 1998, administrators will engage in professional development relating to how to evaluate a standards-based classroom. The board also adopted *District Standards for Improving Student Achievement*, which outlines district-wide goals by which each building will plan and evaluate their progress towards improving student achievement.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Curriculum development (including assessment and instruction) has made progress in the different content areas. All curriculum development processes were facilitated by *Partnerships*/Goals 2000 management team members and involved teachers from every grade level. Math and science curriculum notebooks (the third revision since 1994) have been distributed to every teacher. Teachers are beginning to map their curriculum coverage individually and by grade level. In addition, curricula were recently reviewed (for content coverage and developmental appropriateness) by CONNECT principal investigators.

The reading/language arts/social studies curriculum alignment process has completed a year of work, initially laying the groundwork for the curriculum writing process, especially through exploration of beliefs concerning student achievement, teacher professional expectations, and the relationship between assessment, instruction, and content. Mapping of content, skills, instructional strategies, assessments, and resources has been completed. A first draft of the proposed curriculum will be ready by January 1999. Health education curriculum has been cross-mapped for alignment with other content standards.

Formative evaluation, using a four-point Likert scale, of the perceptions of teachers involved with the language arts curriculum work, indicates that they feel that they now have good knowledge and understanding of the following areas, areas in which they previously had little or no background:

- the relationship between content, instructional strategies, and assessment;
- why a curriculum alignment process begins with grade 12 and "works down" to kindergarten; and
- the importance of the mapping process in identifying gaps and duplication in the curriculum.

One elementary teacher commented, *"This year I found myself looking at where the child was, as opposed to all he lacked. Kept referring back to the curriculum and using strategies I found to work with students.... Assessing the child will be a tool used for a different purpose and not just for a grade."*

The curriculum alignment process and concomitant professional development have led to changes in classroom practices and teacher attitudes, as well as district professional practice policies. One teacher felt that, *"I have two lessons that will work using performance-based assessment and engaged learning. I now have a model to develop other lessons in the same manner. I really feel that I know the standards now and how they can be interrelated."* Curriculum committee members have already taken leadership towards changing district policies for more professional development days and time for K-12 curricula articulation. Teachers also appreciated the networking and communication with other teachers through the alignment process itself. A Title I elementary teacher valued the *"Excellent communication amongst all grade level teachers. Everyone basically felt the same way about previous curriculum but had not had a chance to express their feelings before and act on them."*

The *Partnerships*/Goals 2000 planning has been integrated with other collaborative efforts, including the district's action research partnership with the Mid-continent Regional Education Laboratory (McREL), to move towards learner-centered education. Alamosa School District is the only district in the state that is in an action research partnership with McREL, who is providing technical assistance and analysis of teacher "learner-centered" profiles, based on their research.

Other baseline measures of teachers, relative to teacher perceptions of standards-based practices were conducted in 1997. Grades K-5 teachers and grades 6-12 math and science teachers have also been surveyed as to their classroom practices relative to curriculum, instruction, and assessment in a standards-based system. In addition, a fall 1997 staff needs assessment of professional development indicated readiness for ongoing training related to standards-based education, despite what their current level of understanding was (ranging from none to expert). As of August 1998, all teachers in the district have now participated in at least the basic "SBE 101" professional development. In fall 1998 all teachers will participate in a self-assessment of where their own classroom practices are in the transition continuum towards a standards-based system.

The administration of the planning grant by a *Partnerships*/Goals 2000 management team has been an effective means of meeting planning goals. Because all district coordinators are on the team, this has helped to ensure that all special program efforts are coordinated with *Partnerships*/Goals 2000. **There is also strong leadership with regard to equity issues within the *Partnerships*/Goals 2000 management team.** A team from the school district has participated in the Equity in Mathematics Education Leadership Institute (EMELI) at the University of California-Santa Barbara. Five EMELI team members are on the *Partnerships*/Goals 2000 Management Team, and have already begun to use the dialogue structures for constructivist listening within the curriculum alignment process.

The management information system for student achievement data has made significant progress towards building capacity and autonomy. Prior to *Partnerships*/Goals 2000 planning, the district's student data management was limited, and staff training was inconsistent, piecemeal, and not connected to student data needs. The district technology coordinator (also a *Partnerships*/Goals 2000 management team member) has overseen the purchase and installation of hardware, MacSchool, and data integration software, and the training for school staff, including the student demographic data extraction for NWEA analysis.

The school board has adopted policy, (*District Standards for Improving Student Achievement)* which outlines district-wide goals by which each building will plan and evaluate their progress towards improving student achievement. Specifically, standards will be used in strategically planning and documenting progress made towards improving student achievement, relative to accreditation and accountability laws and procedures.

Alamosa's *District Standards for Improving Student Achievement* include the following goals:

- All building resources will support student achievement.
- Parent involvement and volunteer participation will be evident in all schools.
- Learner-centered strategies will be implemented in every classroom and building by 2000.
- Smaller class size in K-3 will be a priority.

The district was successful in recruiting a diverse representation of the community in a future search conference, Alamosa 2020. The purpose of Alamosa 2020 is "to engage the people of the Alamosa community in recognizing our opportunities for learning and to create educational futures for all citizens." With support from *Partnerships*/Goals 2000 and CONNECT funding, participants in 1998 represented business, higher education, parents, law enforcement, health and human services, government, middle and high school students, and preK-12 educators. Action plans developed by over 40 persons from the community address ways to support life-long learning in Alamosa. Rather than being an organizational entity, the Alamosa 2020 participants felt that Alamosa 2020 should be a convening process and mechanism for comprehensive community planning and collaboration in educational areas.

V. Dissemination

Information about the district's planning and progress towards higher student achievement in a standards-based system was disseminated via Alamosa 2020, the Annual Alamosa Community Potluck (an informational potluck for the community sponsored by the school district), district newsletters, and through presentations to board and accountability committees. A cohort of community advocates will be trained to be spokespersons for increasing student achievement through a standards-based system. In addition, student spokespersons on the high school newspaper staff will be trained, so regular features on student achievement within the context of standards can be run.

Potential products, processes, and models to share:

- team approach at administrative level and in doing curriculum work
- curriculum mapping approach
- development of belief and value statements as guiding principles upon which curriculum reform is based

VI. Lessons Learned/Continuous Improvement

Past practice often dictated fragmentation and misalignment of curriculum. Today, cohesiveness of direction, alignment, and philosophy are being achieved through implementation of a design team which serves as an umbrella group for guiding the learner-centered and standards-based process currently being practiced in the district.

The planning process has now addressed the need for a structure for aligning the curriculum to performance-based content standards and the development of a trainer of trainers model for a cadre of teachers to use in improving instructional strategies. This process is also focusing on staff development in best practices in teaching and learning and the importance of consistent and effective philosophical grounding among district staff.

The establishment of a proficiency level in baseline training for teachers in standards-based education professional development and the refinement of professional expectations has contributed to a renewed sense of purpose and a different (and higher) level of professional operations.

Arapahoe School District 5,
Cherry Creek Schools
Star, Nova, and *Constellation* Projects
1995-1996 Grant, Year 3 Progress
$85,000
1996-1997 Grant, Year 2 Progress
$150,348
1997-1998 Grant, Year 1 Progress
$257,334

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

Within the overarching goal of developing an exemplary site-based staff development model that promotes long-term, systemic reform and attainment of our standards, *Constellation*, our 1997-1998 grant project, incorporated five key objectives:

- Through model staff development, deliver the best instructional programs available in literacy so that all children achieve high standards.
- Expand the effectiveness and impact of our programs through partnerships with others.
- Expand effectiveness and assure sustained impact through widespread system supports.
- Evaluate project activities and assess achievement gains.
- Expand the impact of the project through dissemination of products and opportunities for observation.

II. Accomplishments

The results of our *Partnerships*/Goals 2000 grants have been outstanding in both student achievement gains and teacher response. During the 1997-1998 school year alone:

- **Three years into our emphasis on first grade reading, our student achievement has grown from 69.2% of first graders at or above the proficient level in the 1995-1996 school year to 82.2% of first graders achieving the same ratings at the end of 1997-1998.**
- Almost 500 people attended our first Leadership in Literacy Conference, held in January 1998. Forty-two districts sent one or more teams.
- K-3 teacher teams from five schools (four Cherry Creek schools and one out-of-district team) participated in Guided Reading, a year-long class designed to build teachers' skills in diagnosing students' reading strengths and, as a result, to accelerate growth for all students.

Through **SuPR** (Success for Primary Readers), **CLIP** (Collaborative Literacy Intervention Project), and **Reading Recovery**, 370 students in first grade in Cherry Creek received one-on-one tutoring for at-risk readers. The percentage of on-grade-level or above-grade-level reading performance for these formerly seriously at-risk readers was almost 60% by the end of the school year.

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- ELIC (Early Literary Inservice Course) and LLIFE (Literacy and Learning Inservice: Four-Eight) classes (whole class "balanced literacy" offerings for K-3 and 4-8 respectively) served 139 teachers this year.
- Almost a third of the district's elementary schools piloted a new format of kindergarten assessment with the utilization of tests of concepts of print and phonemic awareness administered to students early in the kindergarten year.
- Multisensory Programming provided 53 participating teachers with instruction in phonemic and phonological awareness.
- Under the auspices of the *Constellation* grant, a series of parent workshops were planned for just before the beginning of the 1998-1999 school year. These classes are designed to be grade-level specific and are targeted for parents and new teachers.
- Project Starship involved 120 fourth and fifth grade students in a tutorial effort with first and second graders. Students in Project Starship presented their work statewide.
- Approximately 50 teachers from outside Cherry Creek participated in *Partnerships*/Goals 2000 programs offered in our district during the 1997-1998 school year. This was in addition to the more than 250 out-of-district teachers and administrators who attended the "Leadership in Literacy" conference in January 1998.

III. How Standards Are Addressed

The professional conversation around student performance standards began a number of years ago in our district. With the granting of *Partnerships*/Goals 2000 project funds beginning in Cherry Creek with the 1995-1996 school year, that conversation has been elevated to the highest of district priorities.

We believe early reading and writing success for every child is the standard. Within that comprehensive target, the programs and projects that are funded with *Partnerships*/Goals 2000 dollars are all focused on students—all students—gaining a level of proficiency that minimally represents grade-level performance. For many of those same children, an advanced level of performance is what will be expected.

You don't have to be a primary grade teacher in Cherry Creek to understand the district's commitment to early literacy success for every child, a commitment that channels resources, supports the finest of professional development activities, and reaches out to every possible partner in achieving our goals for our children. Everyone in the organization knows where we are headed. Cherry Creek teachers, support staff, and parents also know that when we need to build the skills and capacities of the adults who will work with our students, we will do what it takes to bring the knowledge, training, and coaching necessary to our schools.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Our student data from SuPR (Success for the Primary Reader), CLIP, and Reading Recovery (all one-on-one tutoring for severely at-risk readers) has been very rewarding. Three hundred seventy students received interventions in first grade this year. Experienced teachers were asked to predict the growth of the selected students, based on prior experience with similar students. Teachers originally predicted that only 1.3% would reach the "proficient" reading level by the end of grade one. However, at the end of grade one, 59% of the CLIP/Reading Recovery students were at the proficient or advanced reading level. Another district reading program that utilizes the one-on-one model is SuPR. Although this is essentially a staff development program, students served by SuPR made significant gains in reading success. (For example, in the school with the largest concentration of students served by SuPR, 11 of the 15 participating students achieved proficient status, a 73% success rate.) **Going back three years, the first group served by SuPR, CLIP, and Reading Recovery has now completed third grade, and 75.5% are currently at the proficient level or above.**

One of the most visible successes of the 1997-1998 school year was the "Leadership in Literacy" conference that Cherry Creek hosted in January 1998. By the time of the conference almost 500

participants were registered and attended, including districts from the Western slope (Montrose and Parachute) and one Wyoming district. On a scale of "A" to "E," where "A"= great value and "E"= limited value, 95% of those in attendance rated the conference as an "A" or "B." Three months later, a follow up survey was sent to all participants statewide. Of the 160 responses received (many representing a whole team's response), all but one stated a wish to attend this conference if it is offered again. A second conference is set for January 1999. We asked whether the two-day conference actually had an impact on their school planning once they returned to their site. Nearly 92% reported that the conference had motivated change among and across classrooms at their building.

Guided Reading is a project that four district elementary schools and one out-of-district school employed to assist teachers in their diagnosis of students' reading strengths and acceleration of growth for K-3 students. Participants worked in school teams to create a more consistent philosophy and vocabulary about reading instruction. Using a five-point scale, with "5" = excellent and "1" = poor, 100% of participants rated the course with a "5" or a "4" in response to the statement "Student reading achievement in primary grades increased as a result of strengthened instruction in Guided Reading." Reading Recovery teachers report that even the at-risk students at their schools are entering interventions with more skills due to the utilization of Guided Reading strategies by kindergarten teachers. For the coming year nine district schools, plus one out-of-district school, have formed teams, each with more members than the five 1997-1998 teams. The total 1998-1999 involvement will be over 150 teachers and administrators, and the class will be expanded to include teachers of grades K-5.

Two classes, ELIC and LLIFE, were offered to grades K-3 and 4-8 teachers respectively as professional development training to support whole class "balanced literacy" efforts. The fourth through eighth grade class intentionally fostered articulation from elementary to middle schools. When teachers were asked if they believed their students would become better readers and writers as a result of their involvement in these classes, 96% of LLIFE and 93% of ELIC participants responded with a "4" or "5" ("agree" or "strongly agree").

Kindergarten assessments focusing on determining beginning kindergartners' familiarity with concepts of print and phonemic awareness were piloted at the beginning of the 1997-1998 school year. The most interesting finding from this pilot effort was that the teacher-recognized differences among incoming kindergarten students could be measured and documented.

Cherry Creek's class to increase teacher understanding of phonemic and phonological awareness was entitled Multisensory Programming. Fifty-three participants assessed the value of this class, and 86.5% of that number rated it a "5," the highest possible.

Approximately 120 fourth and fifth grade students from five district schools participated in the Project Starship program to teach reading techniques to first and second grade students in their schools. This program supported and challenged advanced readers as well as helped at-risk younger readers. During the year students from the Project Starship schools presented the program to teachers and parents in other districts in the metropolitan Denver area.

V. Dissemination

Teams from Clear Creek School District attended the year-long Guided Reading training that we offered. A Durango teacher on sabbatical was trained in SuPR techniques, as were teachers from Montview Elementary in the Aurora Public Schools. And ELIC and LLIFE classes regularly included out-of-district participants.

However, the largest scale dissemination effort was the "Leadership in Literacy" conference that drew 250 out-of-district participants, a match with the 250 Cherry Creek teachers and administrators who attended. The conference was so highly valued by participants that the "second annual" conference is in the final

planning stages with 700 participants anticipated. Spaces are being reserved for fully half of that number from outside Cherry Creek for the January 1999 conference.

These outreach efforts have brought Cherry Creek teachers and educators from other Colorado districts closer together in their efforts to improve professional growth opportunities that support literacy. However, the other key dissemination task of *Constellation* has been the spread of literacy support skills among the teachers of the almost 40,000 students in our own large district. This commitment to designing staff development strategies that result in systemic change is at the heart of Cherry Creek's utilization of *Partnerships*/Goals 2000 funds.

The scheduling of classes, workshops, and conferences, targeted on improving our teaching of reading and writing, combined with large team, or whole school, involvement in these professional development activities has allowed many schools to approach a "critical mass" of staff members who are now more fully aligned with the best of instructional practices. And during the 1997-1998 school year, final touches were put on the design of a masters' degree program in literacy, cooperatively developed with the University of Colorado at Denver. The first courses in this new MA program have begun as of August 1998.

Building on the dissemination strategies of *Constellation*, the 1998-1999 school year will see an expansion of the "Leadership in Literacy" conference; the development and distribution of brochures describing each intervention program; a literacy website attached to the Cherry Creek website; an online class focused on kindergarten literacy; and presentations by teachers and students regarding the design, implementation, and results of a wide range of our literacy initiatives.

VI. Lessons Learned/Continuous Improvement

It is probably most appropriate to speak of lessons **being** learned. The following lessons are ones we will continue to explore and internalize in the years to come.

- The words "all first graders will be reading at grade level by the end of grade one" can focus the work of thousands of people in a large district when they become embedded in the mission of the entire organization.
- Matching professional development needs with professional development experiences will necessitate a "menu" of offerings, since we're not all at the same place in our growth as educators.
- The better our assessments, the better the use we will make of precious time and money. Children deserve our best efforts (and in this context "best" includes clarity of instruction, unending encouragement, and the channeling and conservation of energy, time, and resources).
- Systemic change requires a breadth of vision and an attention to detail that entails the involvement of just about everyone, both within the organization, and alongside our patrons, partners, and colleagues from across the state.

> The task of focusing the improvement targets and energy of a 40,000-student school district is a daunting one. With the support of *Partnerships*/Goals 2000 expectations and funding, it is happening in Cherry Creek. An entire school district, kindergarten through twelfth grade, has invested resources and professional development efforts to insure the reading and writing success of the youngest students in the system. It is, however, a task with no end point in sight. And that is at the heart of "continuous improvement."

For our district the next steps are clear. We must continue to offer the highest possible quality staff development to our teachers and parents. We must focus our attention on individual schools, building their self-extending literacy capacities. We must improve our assessments to validate and expand literacy teaching and learning. We must refine and expand district support systems. **And we must reach out to other Colorado districts to insure that best practices are offered to every child**.

Clear Creek School District
Staff Development in Implementing and Assessing Standards
1997-1998 Grant, Year 1 Progress
$50,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

- Increase understanding among staff members, parents and community members of standards.
- Begin a three-year implementation process to train teachers on assessments, instructional strategies, materials, and resources.
- Create a partnership among other school districts and a local residential school to help in the support of standards.
- Align curriculum with a focus on content standards.

II. Accomplishments

CCSD initiated efforts to raise all students' achievement with community support in a manner that was customized to our community needs.

- **Helping all students achieve at high levels**
  The question of "unmet educational needs" came forth as an urgent priority for Clear Creek County's community leaders in 1997-1998. A citizen group of fifteen parents and business leaders formed a Vision Fair Steering Committee. The CCSD Board of Education in the fall of 1997 appointed the members of the steering committee. The group, led by area resident Rick Winter, urged the local board of education to create an immediate and visible means for the community to articulate its hopes and fears about the future of education for the children of Clear Creek.
- **Involvement of a wide representation of community members**
  Through a series of nine Imagine Vision Fairs in various locations in Clear Creek County, the citizen group brought the community together to focus on educational issues. Nearly 200 citizens and educators attended the community forums in October 1997. The group hosted a search conference in the winter of 1997. Ninety students, parents, citizens, and educators attended the search conference. The participants gathered to evaluate the information collected from the forums, drafted and prioritized goals, and created action teams centered on the goals. Broad-based membership on Imagine is representative of the community's diverse groups. Action committees are widely representative of the diversity of students and community. Committees include students, teachers, parents, and advocacy groups including the Clear Creek County Educational Foundation, Inc., school administrators, and business representatives.
- **Addressing the unique needs of our community**
  The steering committee originally formed to ask one question: "How can our community make educational excellence a reality in Clear Creek County now and beyond?" After seven months of conversations and reflection, the citizen group identified six urgent goals for education in the county. Among the goals were clear priorities around teacher support, community involvement, resources, and personalized education. Action teams were formed to address the needs and included teams on communcation and community involvement, personalized education, teacher

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support, discipline, early childhood development, and resources. In 1997 an educational foundation was created to help address the scarce educational resources available for Clear Creek students.

III. How Standards are Addressed

The funded project enabled CCSD to provide supports for standards-driven reform. The project focused on standards development district-wide. Essential skills were adopted for reading, writing, and mathematics in kindergarten through sixth grade. Essential skills for grades 6-12 are in progress.

A comprehensive student assessment program was put in place, including national standardized testing (TerraNova), CSAP, IRIs, and classroom pre-/post-assessments. The assessments provide a moving picture of how students compare to the standards, to national norms, and to their own progress

The assessment data will be collected, arrayed, and reported out using the project's beta test of SAMIS (Student Achievement Management Information System). The SAMIS teachers have pledged to input state, district, and classroom data in the student management system on a quarterly basis. District SAMIS teachers are currently completing the organization of content standards, benchmarks, and essential skills for use in the system. In the words of one of the SAMIS teachers, Claudia Satriano, *"The SAMIS program will be very beneficial when all information has been entered and the entire district can use it. It will work well as a reporting tool and to organize information on individual students, as well as entire classes or grades."*

Right now we have different teachers dealing with different data, and a student can slip through without anyone recognizing the discrepancies in the student's data. The challenge is to decide what information should be included in the SAMIS system and to make better use of existing or archival data such as attendance, grades, referrals, retentions, and standardized-test results. When compiled and reported on a regular basis, the data will provide a baseline of school operations that can be used to make comparisons among similar schools in the district and state.

The SAMIS software, as installed in the first-year planning grant, will be used to array student data and prepare class or group reports for schools, school reports for districts, and district reports for the state accreditation and federal program use. SAMIS teachers have planned to serve as train-the-trainers to help teachers input and inspect the data and then explain the changes observed. Administrators, trained by the Northern BOCES in the data-driven school improvement process, coach SAMIS trainers in interpreting results and reflecting on impacts/results. At the current time, the principal at King-Murphy Elementary School is equipped with the training process skills.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Data Demonstrating Progress Made

The community goal to create individual and collective responsibility for a personalized education for every child was echoed by the teacher members who were involved in Clear Creek's 1997-1998 *Partnerships*/Goals 2000 grant project. As a result, several efforts were initiated:

- CCSD initiated a comprehensive assessment plan including national standardized testing (TerraNova), CSAP, IRIs, and classroom pre- and post-assessments.
- Georgetown Elementary School created a framework for developing and delivering individualized literacy plans. The framework was shared at the CCSD district inservice for all elementary teachers on August 28, 1998.
- Carlson Elementary School refined their guidelines for collaborative planning.
- King-Murphy Elementary School implemented peer coaching and a read/write support group to focus on student work and teacher practice.

Impact on Student Achievement

Assessment results are communicated to the community. Results from the 1998 CSAP indicate that standards development and essential skills and assessment work are paying off in Clear Creek School

District. **Fourth-grade trend results show that CCSD students outperformed the state in reading two years in a row and that one of the district's school more than doubled the number of students proficient or better in writing from 1997 to 1998.** Trend data from the TerraNova standardized tests indicate that CCSD students in grades 3, 5, 7, and 10 are scoring above the national mean. District writing samples showed consistent gains.

Impact of Grant With Emphasis on Closing Achievement Gaps
One of the benefits of the work with collecting student data has been the articulation between grade levels and schools on the development of essential skills. Clear Creek School District defines essential skills as the checkpoints under each content standard that are necessary for students to be successful in school and later life. At this point in the planning grant, SAMIS teacher leaders have:

- identified the essential skills under two of the language arts and math standards,
- created a document that outlines these skills for grades K-8,
- worked together as a team to identify the benchmarks and essential skills at each grade level, and
- agreed on the approximate level for introduction and assessment of each essential skill.

Armed with the community consensus around the need for teacher support and a personalized education for every child, the Clear Creek Schools are now more than ever ready to continue improving achievement for all students. While involvement of a diverse group of stakeholders through community forums is sometimes messy, the end result for Clear Creek has been to craft, in one citizen's words, a "future of hopefulness" for all the district's children regardless of family income level or low expectations about graduation rate.

Impact on Community Partnerships
The CCSD Search Conference and Vision Fairs allowed the community at large to reflect on and evaluate where the county is and where it wants to go in its educational mission for children.

Evaluation of Progress: Activities and Timelines
When teachers came together in April 1998 to discuss the first year of the funded project, the teachers noted several areas of continuing need, including

- a more coherent approach to teacher development across levels,
- restructuring the work day for professional staff development,
- investing in summer curriculum development,
- scaling up promising practices like the six-trait approach to writing assessment, and
- completion of the district's essential skills.

The teacher-evaluation group noted that while accomplishments had been made during the first-year planning grant, some of the project goals had not been started and some needed further revision. Recommendations included:

- The "Pillars" document created by the SBE Design Team was recommended for use with all teachers at staff meetings or mini-inservices.
- District-wide use of peer coaching was recommended to support a standards-driven system in CCSD.
- Ideas for drawing in teachers who are still skeptical about the project were suggested, including banking time for reflection and study of student work, release time for training in content-area skills and knowledge, and support for risk-taking to try innovative, research-proven strategies.

The project was evaluated based on continuous data collection and in-year analysis of results. The district's SAMIS teachers participated a "data in a day" session led by Dr. Sheri Williams, grant administrator, on March 20, 1998, using Kirkpatrick's model for program evaluation. The "data in the day" model, initiated by Northwest Regional Educational Laboratory, worked well as a framework for collecting input on "response, learning, use, and impact." Teacher leaders selected an area of focus for the mid-year evaluation of the first-year planning grant; they reflected back on their initial exposure to the project in the fall, and reflected on what changes had occurred in their own knowledge base as a result of the project.

V. Dissemination

Information was communicated to the community forums in a regular fashion to demonstrate that funds have been spent wisely and to demonstrate the potential for sustained impact. Promotional newsletters and media announcements helped spread the word about the project's goals and successes. The project provided a rigorous and ongoing method for collecting, interpreting, and reporting data to the public. Each of the district schools wrote into their Enterprise Contracts a goal to provide clear reports of progress to the local community through in-year updates and end-of-year reports. The district published baseline data in the 1997 accountability report to the public. The 1998 report will show first-year progress toward realizing the school and community goals for students.

Potential products, processes, and models:

- Model for "Imagine" work that began in the first-year planning grant. Activities conducted in collaboration with community leaders resulted in improved two-way communication, empowerment of volunteers, and new connections with community agencies.
- Service learning projects at Clear Creek High School through a leadership program designed to connect at-risk learners to adults.
- *CCSD Essential Skills*, grades K-6.
- Customized student achievement management information system, in progress.
- Survey of gaps or barriers that currently exist in the ways teachers are supported in their work to bring all students to higher levels of achievement and school completion. Survey under development.
- Individualized Literacy Plan, document in progress.
- Curriculum Mapping. Workshop on best practices in curriculum mapping to determine alignment of what is taught to board-adopted standards in reading/writing.
- Multisensory Reading Strategies. Workshop on best practices for reaching at-risk readers using a multi-sensory approach.
- Guided Reading. Workshop on best practices for moving students along the continuum from teacher-directed to student-directed reading.
- Six-Trait Writing Assessment. Workshop on best practices for aligning curriculum and assessments in reading and writing using the six-trait writing assessment.
- Using Classroom Assessments. Workshop on best practices in selecting appropriate assessments, tracking progress through pre- and post-tests, and using the data to make instructional decisions.
- Read/Write Connection. Workshop on best practices for connecting reading and writing using tools from the Read/Write Connection.

VI. Lessons Learned/Continuous Improvement

CCSD has learned to expect an implementation dip in any large scale, second-order change effort. CCSD is continuing to review and revise its implementation plan. In the fall of 1998, SAMIS participants met to identify changes/next steps in the implementation of the student achievement management information system. We asked ourselves: what is working? what do we need to consider as we continue? what would make developing the plan an easier process? While the group consensus was that "there is sufficient district/building support to realize our goals," there was also agreement that new sources of revenue will need to be found to ensure successful continuation.

Lessons Learned: Scarcity of Resources/Gaps and Barriers to Success

Missed opportunities, superintendent turnover, and community division created the greatest obstacles to success of the first-year planning grant to improve student achievement in Clear Creek County. Despite these barriers, the teacher leaders involved in the project do not perceive themselves as being "stuck." Community support has done much to help teachers overcome dissension and stay the course. Gaps identified by educators and community in year one of the project include the need for K-12 articulation with emphasis on district-wide standards and expectations, an aligned curriculum which narrows the focus to targeted areas of need, and development of essential skills in all content areas through grade 12.

Randy Wheelock, citizen chair of the community's Resources Action Team, identified limited monetary and human resources as a critical barrier to the success of the county's plan for educational excellence. The group noted that resources are scarce in Clear Creek County. Total revenues received by the Clear Creek Schools have not reached the rate of inflation for the past twelve years. The action team pointed to poorly maintained facilities, dwindling instructional supplies, and low average starting salaries for district teachers as examples of the unmet needs.

An educational foundation was created in 1997 as a direct result of the community's heightened awareness of its scarce educational resources. Business leaders and an administrative liaison with foundation experience formed the core membership of the Clear Creek County Educational Foundation. The members immediately began a fund-raising campaign to infuse new resources into the district schools. Gwenn Wilson, president of the Clear Creek County Educational Foundation, Inc., visited foundations in the area to learn how other foundations were leveraging funds to support teachers and create higher expectations and higher standards for students.

Clear Creek County's educational foundation's ability to generate resources is beginning to impact critical areas of need in the district. Teacher mini-grants were awarded in the spring of 1998 to support teacher training and improved instruction in reading, writing, mathematics, and science.

George Neal, a retired NASA engineer and local resident, matched the foundation's fund-raising efforts and effectively doubled the number of teachers sponsored for a graduate course in science. As a result of his efforts, IBM kicked in $1000 to supplement instructional materials for elementary science education at King-Murphy, one of the district's three elementary schools. This demonstrates how the *Partnerships*/Goals 2000 grant monies are fostering additional financial support for our students, as well as community involvement.

Continuing Needs:
Coherence in Curriculum, Instruction, and Professional Development

- Jim Leonard, citizen chair of the Teacher Support Action Team, began a focused study in the spring of 1998 to examine the lack of coherence in curriculum and instruction and the impacts of the district's sporadic efforts in professional development. The action team's printed literature to the community urged more "Support for teachers = Better outcomes for students = Stronger, more enlightened communities." The slogan effectively communicated to all stakeholders that the Teacher Support Action Team places a high value on "creating the resources and professional environment to help teachers be more effective."
- To better inform themselves about the resource and professional development needs of Clear Creek County teachers, the community Teacher Support Action Team designed a survey to be given to all teachers in the county, including private and home-school teachers, in late May of 1998. The survey is currently being field tested through the "critical friend" process, and a market researcher has volunteered his services to review and revise the tool.
- Jim Leonard acknowledges that while *"the group's momentum was slowed in the short term with the changeover in district leadership, the action team has pledged to make things happen."* The survey will ask teachers to express their opinions and feelings directly to community leaders about "what is helpful and what is bothersome for teachers." The results of the survey will be used to identify any gaps or barriers that currently exist in the ways teachers are supported in their work to bring all students to higher levels of achievement and school completion.

Need for Increased Public Support and Awareness

- Claudia Satriano, teacher member on the community's Personalized Education Action Team, notes that she joined the community forums to highlight the need for increased public support and awareness of curriculum development, teaching strategies, and content standards. She explains that what emerged from the search conference was *"a better understanding of the need for a coherent blueprint (content standards) on which to focus our goals."* As a result of the work of the Personalized Education Action Team, community needs were compiled and disseminated, an article was published in the local media, and the action team goals were presented at four community fairs.

- Ms. Satriano notes that while many *"rumors were defused, misconceptions were corrected, and trust was built…more work needs to be done to educate citizens about the commitment required from the whole community"* to work toward excellence in education for all students. This will help ensure that diverse learners, including students with disabilities, gifted and talented students, and students at risk of not achieving standards, have the opportunity to learn challenging content and achieve at high levels. The members recommitted themselves to completing the development of assessments aligned to essential skills.

Colorado Partnership for Educational Renewal
Partner Schools:
A Comprehensive Approach to Educational Renewal
Partner Schools & Teacher Leadership:
Expanding and Deepening Educational Reform
1995-1996 Grant, Year 3 Progress
Weld Re-1 $149,429
Adams 12 $88,000
1996-1997 Grant, Year 2 Progress
Weld Re-6 $144,550

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Carol Wilson; Executive Director; Colorado Partnership for Educational Renewal; 10465 Melody Drive; Suite 223; Northglenn, CO 80234; 303-457-9164

I. Broad Goals

The overarching aim of the project is to effect system-wide change resulting in enhanced student achievement for **all** students. Desired results are:

- The creation and refinement of a model for simultaneous pre-service education, professional development, and school reform to be replicated in other LEAs (lead educational agencies) by establishing and cultivating two well-developed Partner Schools in each Partnership district; by creating centers within Partner Schools for developing, modeling and disseminating best practice; and by collaborating with the broader community in creating, sustaining and expanding the use of Partner Schools.
- The integration of current reform efforts such as HB93-1313, *Partnerships*/Goals 2000, CONNECT, and the National Network for Educational Renewal with professional development and pre-service education. This will be achieved by each Partner School becoming an expert in at least one content area and its corresponding national goals and by establishing the five Educator Licensure Standards as a framework for pre-service teachers' experience and for current teachers' professional development;
- The grounding of all Partner Schools' reform efforts in what it means to teach and learn in a social and political democracy by assisting all schools in developing tools for creating democratic environments.
- The development of a cadre of Teacher Leaders with extensive study and an understanding of the depth of knowledge and skill necessary to implement a standards-driven educational environment in all schools and classrooms, through the Teacher Leadership Initiative.

II. Accomplishments

Since last fall, the Colorado Partnership has continued to deepen the work of Partner Schools and has further developed the Teacher Leadership Initiative to include over 400 educators. Major accomplishments include:

- Partner Schools demonstrate a capacity to sustain partner relations beyond the funding cycle.
- Partner relationships have developed to the point where they are "automatic" and have become a systematic way of approaching education—both for teachers and public school students.

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- The Teacher Leadership Initiative has been both deepened and broadened to include a larger cohort of teachers, many of them taking on leadership roles in their schools and districts, particularly in the area of standards and equity.
- Educators have been trained in the use of methods such as Socratic Seminars, narrative inquiry, and to some extent, scenario-based planning, which lead to an enhancement of equity and achievement in the classroom as well as to new ways of approaching community involvement, leadership, and change.
- Classroom environments have been positively impacted for K-12 students. Evaluation data continue to show that students receive more one-on-one teaching and adult attention in Partner School classrooms. While achievement score data are not conclusive and cannot be directly linked, at least one school has shown significant increases in their students' scores, particularly in that school's area of content expertise.
- The 1998 Summer Institute brought together over 150 educators to share their progress.

III. How Standards are Addressed

Each Partner School continues to develop as an expert site in at least one content area. At schools such as Mountain View Elementary, where faculty at both the school and the University of Colorado at Boulder have worked together to increase their expertise in science and social studies, this growing expertise manifests itself in improved student achievement, enhanced teacher confidence, and participation in a variety of standards-related initiatives, such as work with CONNECT to identify exemplary practices in teaching science.

The Teacher Leadership Initiative further supports the work of Partner Schools in becoming expert sites, as well as helping other schools in all Colorado Partnership districts and across the state implement content and performance standards. This year's Teacher Leadership Institute offered 400 educators the opportunity to reflect on the implementation of standards in equitable school settings, and participate in a variety of sessions on particular aspects of standards implementation.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

With the *Partnerships*/Goals 2000 funds awarded between 1995 and 1997, the Colorado Partnership has been able to support Partner Schools and educators across all twelve Partnership districts. Initial funding in 1995-1996 made it possible for the Partnership to attract further funds to sustain the initiative over a longer period. Also, as more Partner Schools have been able to fully develop with *Partnerships*/Goals 2000 support, the Partner School model has increasingly been seen as a viable, long-term model. Both school districts and universities can see the benefits of Partner Schools because they have been able to work beyond the initial obstacles (including the slow development of collaborative relationships and the lack of resources) and reach the point where these relationships are self-sustaining and are having a positive impact on new teachers, veteran teachers, and public school students. As Niver Creek Middle School explained in their mid-year progress report, *"There are not too many things we do in this school which have not had some influence from the partnership. It has become an integral part of our school, and it is hard to differentiate what is partner and what is business as usual—because there is less and less business as usual."* The power of the model is indicated by the fact that the Colorado Partnership has recently attracted new members and continues to expand.

Evaluation is occurring at each individual site as well as Partnership-wide. Each school is required to report progress twice a year, and these reports form the basis for discussions at the Summer Institute and other meetings during the year. Meanwhile, the Partnership is conducting an ongoing three-year evaluation that looks more broadly at the simultaneous renewal agenda, the functions of Partner Schools, and their implementation at different sites. Results from this evaluation are reported in *The Simultaneous Renewal Agenda: An Evaluation Report*, and recommendations are summarized in *Promising Practices: An Overview of Findings*. The latter document has been presented at a variety of meetings, both local and national. The evaluation team is also developing a self-assessment tool which will be made available to all Partner Schools.

V. Dissemination

The Colorado Partnership has disseminated the work of the *Partnerships*/Goals 2000 Partner School Initiative in a variety of ways, as have the individual schools supported by grant funds. Dissemination within the Partnership has occurred at meetings held for Partner School principals, district administrators, and college and university faculty. Many schools within the Partnership have visited each other's sites and shared information about their partner models and other initiatives underway within the schools. Beyond the Partnership, dissemination occurs through an advisory panel (a broad-based community panel including school-board members, and local government and business representatives), through the Partnership's *Perspectives*, and through national forums such as the NNER (National Network for Educational Renewal), AACTE (American Association of Colleges of Teacher Education), AERA (American Education Research Association), and NEA (National Education Association) meetings. Members of the Partnership Governing Board and other active committees also share informally with colleagues at a variety of professional meetings.

Products for dissemination include:

- criteria for identifying Partner Schools and their progress over time
- evaluation process, instruments and reports, including *Promising Practices: An Overview of Findings*
- Socratic Seminar model
- narrative inquiry model

VI. Lessons Learned/Continuous Improvement

As reflected in *Promising Practices*, important lessons have been learned through the development of a large number of Partner Schools and the work of the evaluation team. Among these lessons are the importance of mentor teachers and their involvement with the teacher education program in terms of being formally prepared as mentors and working together with faculty to develop and teach courses at the school site. As one participant commented, *"Expanding the teaching role for all participants is key to simultaneous renewal and building mutual respect among adults in Partner Schools."*

Another finding is that action research/inquiry is particularly difficult to implement but, once started, it tends to take on a life of its own. Schools that have started using action research as a way of answering questions about student performance and teaching practices have continued to do so in a systematic way. An example of this growing use of inquiry is Niver Creek Middle School, where an initial study looking at students with failing grades has lead to a variety of program responses and further studies and questions related to achievement, discipline, and transitions between grades, as well as factors such as mobility and attendance. Investing resources in a focused way on action research is a critical step in moving from an incipient partner relationship to a fully functioning Partner School. This insight is as relevant to non-Partner Schools as it is to Partner Schools. **Action research can and should be a part of any school's approach to renewal.**

The positive response to the Teacher Leadership Initiative Institutes and other Partnership-wide events that have brought together educators to reflect on their practice and the implementation of standards in democratic classrooms demonstrate that educators are starved for this level of interaction and are seldom given credit for needing to know the theoretical underpinnings of what they are being asked to implement. While Partner Schools have been, in large part, the focus of many Partnership events, there is a need to expand further to non-Partner Schools.

Continuing Changes in Partner Schools

Partner Schools have continued to question their own progress and look for ways to measure and document Partner School impact on students, teachers, and pre-service teachers. One aspect of this is the increased involvement in inquiry and action research: school teams are currently reviewing their participation in inquiry (particularly action research) and gearing up for new and continuing action research projects in the coming year, supported by the Partnership's Action Research Initiative. On September 29, 1998, a half-day symposium—the first of four—was held to bring together educators with

diverse experiences in inquiry, who then shared their projects and insights and laid the groundwork for further action research.

There also continues to be growing involvement of higher education faculty at the school level with a resulting impact on the teacher education program. As noted in *The Simultaneous Renewal Agenda: An Evaluation Report,* "IHE [institutions of higher education] faculty feel increasing pressure to involve preK-12 students and faculty in their classes, are spending more time in the schools, are more aware of school issues, and teacher licensure issues... [Faculty] noted that collaboration between IHE faculty and preK-12 faculty had supported their own learning and skill development. Faculty noted improvements in their own teaching, their engagement in reflective practice, and the changes in how they approach research and inquiry as a result of Partner School activities."

In addition to its direct impact, *Partnerships/* Goals 2000 funding has provided leverage for a National Eisenhower Professional Development grant supporting the original eighteen schools for two additional years and establishing 12 more Partner Schools. Funding has also been leveraged from the Rose Community Foundation, to deepen the work and build on the insights of the evaluation process, particularly by using inquiry to take a closer look at policies that support or interfere with exemplary education for all students and the simultaneous renewal agenda.

IHEs have continued to reformulate their teacher education programs in response to findings of the evaluation regarding pre-service preparation. For example, courses taught on-site at Partner Schools have been redesigned to connect to school practice more clearly. K-12 faculty, as well as students, have been involved in on-site courses and in reflecting on the link between theory and practice. These changes mean better-prepared teachers. *"I feel like I can go and be a first year teacher and 75% of the first year problems I won't have to deal with because my confidence level is that high,"* commented a pre-service teacher for *Enhancing Education in an Elementary School: Partner School Portraiture.*

Colorado Springs School District 11
Will Rogers Elementary School
Companion Reading Program
1997-1998 Grant, Year 1 Progress
$48,613

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Thelma Farquhar and Debbie Kachel; Will Rogers Elementary School; 110 South Circle Drive; Colorado Springs, CO 80910; (voice) 719-630-7807

I. Broad Goals

- Align Companion Reading Program (CRP) curriculum and instruction to Colorado Model Content Standards and assessments.
- Help educators help students by focusing our efforts in reading at the earliest grades possible.
- Promote partnerships with volunteers and parents as tutors to support students in reading.
- Involve community through the use of the Office of School/Community Resources (OSCR) of District 11 to provide Grandfriends as tutors.
- Measure progress in reading through assessments such as Marie Clay, QRI, and Gates MacGinitie.

II. Accomplishments

- Implemented benchmarks for each standard in grades 1 and 2 for reading and language arts.
- Established a 90-minute uninterrupted block of instructional time for Companion Reading for first and second grades.
- Trained and utilized volunteer tutors.
- Used a collaborative effort which includes classroom teachers, Title I teachers, and special education teachers to implement CRP. Results are available through the District 11 Electronic Literary Monitoring System (ELMS) program.
- Administered Marie Clay, QRI, and Gates MacGinitie pre- and post-tests.
- Established weekly meetings with instructional team for collaboration and support.
- Administered a parent pre- and post-program survey.
- Administered a second grade student survey.
- Hosted a Companion Reading Tea for District 11 teachers.
- Presented an evening program to train parents in tutoring techniques in CRP at home.
- Worked with District 11 LRS (Learning Resource Service) to create a videotape explaining the Will Rogers Companion Reading Program.
- Daily utilization of supplemental literature to develop comprehension skills.
- Presenting incentive books to students with each quarterly report card.
- Selected and purchased all materials for the three-year period.
- Update reports given to the Reading Initiative Task Force.
- Presented program at District 11 Board meeting.
- Feedback given in the *Will Rogers Newsletter* and District 11 *Communicator*.

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III. How Standards are Addressed

Our program focussed on early intervention in reading and language arts for first and second grades. By using supplemental literature materials, such as Wright Group books, students are able to gain information from stories—sequence of events, character traits, problems and solutions, cause and effect, identity topics, main ideas, and supporting details—thus meeting standard 1 for language arts. Daily writing lessons in the CRP address standard 2: Students write and speak for a variety of purposes and diverse audience. The Companion Reading Program is especially effective in training students to meet the competencies for standard 3: Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling; speak using conventional grammar/usage. It provides suggestions for whole language activities which help students apply higher-level thinking skills to their reading, writing, speaking, listening, and viewing (standard 4). Specific lessons in Companion Reading address standard 5: Students locate, select, and use information from a variety of media, reference, and technological sources. Finally, the supplemental literature in our classroom libraries is used daily to help students read and recognize literature as an expression of experience (standard 6).

We expect to see continued progress in student achievement in reading and writing over time as we observe the full benefits of the Companion Reading Program as indicated in pre- and post-test results. All first and second grade students test scores are logged on the ELMS program of District 11.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Following training in the Companion Reading Program by District 11's reading supervisor, Barbara Wider, our primary team has enthusiastically implemented this program as our primary reading model. Immediately upon implementation of the CRP, classroom teachers witnessed positive student reaction such as:

- Students' love for reading was enhanced.
- Title I students were able to participate at the same level as their peers.
- Students read a minimum of 100 books each within the first year.
- Reading skills were greatly improved.
- Students experienced success with reading the first day of school.
- Students looked forward to one-on-one reading experiences with tutors.
- Share sheets provided an appropriate and positive reading experience at home.
- Parents were delighted with the results and abilities their children were displaying in reading.

Our primary team has been highly motivated by the ease of teaching the CRP and the success that we see in our students. The video that we created about the CRP was used on several different occasions to help others throughout the district glean from our success with the program.

During Volunteer Week in the fall of 1998, a local TV station approached the District 11 OSCR office to highlight a television segment about the importance and benefits of being a volunteer. We were delighted and honored to be the school that was selected for the airing due to our effective use of tutors. The segment featured a parent volunteer, a Grandfriend, and a community resource person from Will Rogers Elementary School who were working with students on the Companion Reading Program. We were also honored at a District 11 School Board meeting after nominating our tutors for a CAPE (Colorado Association of Partners in Education) Award.

V. Dissemination

- The CRP video will be used as a model throughout the district to inform and help train others.
- We have reported to the school board, the Reading Initiative Task Force, the *Communicator*, and the *Will Rogers Newsletter*.
- Parents have participated and been involved in their students' achievement on an ongoing basis through CRP share sheets.
- Ongoing training is provided for new teachers and tutors.
- Local TV station has featured CRP.
- Weekly team meetings are held to assess students and support staff.

VI. Lessons Learned/Continuous Improvement

After learning that we received the *Partnerships*/Goals 2000 grant, Dr. John Wilkinson, one of the authors of the Companion Reading Program, came to Will Rogers Elementary to provide further training at his own expense. Dr. Wilkinson provided two days of collaboration with our staff. He observed and made recommendations to enhance our implementation of the program. His recommendations included having support teachers provide pre-teaching of skills as well as re-teaching. He also modeled effective ways to improve oral reading fluency. During the visit, he was touched by our enthusiasm and initiative in making the CRP come alive for students. He has included our CRP video as part of his portfolio.

During our weekly primary team meetings, we decided that our new students would benefit from some "catch up" training by our Title I and special education teachers. This has helped these students to ease into the program with more familiarity.

In the past school year we have received training in Guided Reading. We are in the process of organizing portions of our literature to be used in guided and shared reading experiences to enhance our students' comprehension abilities. Leveling these books is an ongoing process.

We have received training from our district on the implementation of the Marie Clay and the QRI Assessments. Since this is the first year of the implementation of these assessments, ongoing data collections will help to communicate our students' achievement in reading.

Del Norte School District C-7
Implementing Mathematics and Science Standards K-12
1995-1996 Grant, Year 3 Progress
$48,657

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Nancy Mitchell, Curriculum Director; Office of the Superintendent; Del Norte C-7 Schools; P.O. Box 159; Del Norte, CO 81132; (voice) 719-657-4040; (fax) 719-657-2546

I. Broad Goals

- Develop an assessment framework that is directly aligned to mathematics and science standards.
- Acquire adequate materials and equipment to support hands-on mathematics and science instruction and make them readily available in classrooms or centralized locations.
- Build and improve capacity of educators for standards-based instruction and assessment by training entire staff.

II. Accomplishments

- Students learned more about math and science concepts through a variety of manipulatives and hands-on activities to develop a better sense of problem-solving skills necessary in a global society.
- Alternative methods of teaching that address different learning styles have given all students an opportunity to learn and be successful in real-life math and science situations.
- Staff members met with community accountability members and held an evening science open house to include the community in the educational process.
- District networking committees reviewed and assessed the needs of students and teachers to provide avenues for students and staff to develop and improve skills.
- Several teachers participated in the math networking meetings held at Adams State College.
- Students have been able to develop a concrete foundation for understanding mathematical concepts. While manipulating base 5 pieces, a fourth grader remarked, *"This is so neat how this works! Why doesn't our system work like this? Or...does it? Yes! Cool!"*
- A database with access through networked computers in classrooms provides immediate information about the availability and location of district math and science support materials. All existing and newly acquired materials were inventoried and entered in the database. A designee from each building will keep the database updated as new purchases are made.
- Resource teachers were trained in addressing standards with students with diverse needs and have disseminated information to teachers about adaptations and modifications.
- Three classes were offered through district staff development for Adams State College credit: "New Standards in Education," "Developing Performance-based Assessments," and "Developing Transition Skills Portfolios." Most veteran staff were able to take these classes.

> Teachers have been given adequate resources with the purchase of manipulatives and are able to address all the Colorado math standards equally. The district hosted a Math Learning Center training. All K-8 teachers participated in the five-day training to utilize hands-on instructional strategies and assessments to address math standards.

- All district teachers were trained in writing standards-based performance assessments by O'Rourke and O'Rourke Assessment Academy trainers. To increase community understanding of standards and assessment, the district accountability chairperson attended.
- Using the models presented and others developed by utilizing the models brought by Nancy Mitchell, a member of the Colorado New Standards Team, teachers have written performance tasks complete with rubrics and criteria that directly address the Del Norte Content Standards.
- The K-5 reporting system was revised to reflect reporting of progress toward standards. Middle level teachers participated in the planning to improve the transition from the elementary to middle level. The math team has developed reporting forms for K-12 teachers to record the progress of each student in meeting math standards.

> *"Students now have the opportunity to delve into experiences they never had before with just texts, paper, and pencils. Using manipulatives, students are now able to see the importance of mathematical relationships as well as scientific methods of reasoning."*
>
> Del Norte elementary teacher

III. How Standards are Addressed

This grant was entirely standards-based. The assessments, materials, and professional development acquired through the grant were all based on mathematics and science standards. Through *Partnerships*/Goals 2000 funds, the district is currently impacting 57 teachers and 730 students. During the 1997-1998 school year, the purpose of all inservices was to develop a framework of curriculum and assessments that aligns with Colorado Model Content Standards. This framework is currently being used by K-12 teachers and is continually being updated as gaps in addressing standards are found.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The *Partnerships*/Goals 2000 grant provided support for standards-based education and revision throughout the district and community. This heightened awareness has brought community members together to discuss standards, brought standards issues before the local board of education, and created a need to address standards for every staff member and student in the district.

Students are benefiting from the hands-on activities and experiences that the new math and science materials have made possible. More science experiments are being conducted in the elementary and middle school classrooms because of the availability of needed equipment. Also, equipment and supplies are stored in a central location so all teachers have easy access to them.

Teachers and students are working toward common, well-defined goals. Parent/teacher/student conferences include discussion of student progress toward standards. Assessments are gradually being implemented to comprehensively assess all math and science standards.

There is increased interaction among teachers in the various buildings in the district. Changes in personnel make continued communication among staff members a necessity.

All district teachers have been actively involved in reviewing local standards and implementing classroom math and science performance assessments. Data on district assessments as compared to state assessments is not available because no state assessments in math and science have been administered to date.

To assess the extent to which the district has accomplished the three broad goals, initial and follow-up surveys of teachers were given. Results show a definite improvement in all areas, including the teachers' awareness of content standards, effective teaching practices, and knowledge of standards-based performance assessments. In addition, teachers overwhelmingly indicated that they now have the materials and equipment needed to support hands-on learning.

During the 1997-1998 school year, eighth grade and high school students practiced taking sample performance assessments obtained from the New Standards Project. The entire math team met and scored these assessments. The two major benefits were the data obtained for individual teachers on where the students were with the math standards, and the experience teachers gained at all levels for grading performance assessments.

V. Dissemination

Standards-based education in Colorado was the focus of the accountability committee report to the public for 1997-1998. Excerpts from House Bill 98-1267 with upcoming testing dates in Colorado were included. Some of our teachers were able to share benefits from the *Partnerships*/Goals 2000 grant with other districts through networking Math Cluster meetings held periodically at Adams State College. The district has a database of math and science materials available for all teachers.

VI. Lessons Learned/Continuous Improvement

All change is interrelated. One change leads to even more changes. For example, focus on math/science standards has led to report card revision, changes in parent/teacher conferencing, questioning pull-out programs, and rethinking and reevaluating long-accepted curriculum or teaching strategies. Several years are needed to develop and continue this type of project. It is also more effective to implement this type of program with the entire staff. Because the staff was trained together, students benefited by being able to use the same program from teacher to teacher.

> *"Perhaps more valuable than the actual materials acquired was the communication that took place during this process. Teachers at all grade levels participated in this process—giving us an opportunity to share ideas and make team decisions regarding math materials and instructional methods. Teachers also learned what math concepts are taught and how they are taught at various grade levels. Sharing these ideas is a first step toward a more coordinated mathematics program."*
>
> Del Norte middle school teacher

Teachers need support—and it must be ongoing. The process of organizational change and personal change must be addressed. Critical to success of implementation of standards is the review of the context and processes that must be addressed as well as the content of professional development. Everyone (teachers, parents, and community) needs to have access to all available information and needs to see the broad picture. The broad picture needs to be well defined and communicated frequently.

While it has been quite valuable to have materials that were designed for hands-on education, teachers have found that many common materials can be recycled into math manipulatives. Many of these items are used in creating serviceable but expendable manipulative kits which students can take home.

A performance assessment workshop was recognized as a need on a survey which provided support for teachers' efforts at writing and piloting assessments. An increased interest in standards training resulted in the registration of teams of teachers for New Standards scoring training, a Western State science assessment workshop, the Colorado Council of Teachers of Mathematics Conference, and the Equity in Mathematics Institute. This training was paid for by the district staff development budget combined with outside-the-district resources such as Eisenhower and CONNECT funds. Staff development continues to be well funded as a line item in the Del Norte Schools' budget.

District curriculum teams have been organized to coordinate standards-based instruction and assessments, identify and share what works, and develop a method of reporting numbers of students meeting standards. An understanding of the change process is growing. Teachers realize that change happens slowly.

Although major changes are occurring, reform is not throwing out all of the old; it's adding to what is already working and what is already in place. We are encouraged by the improvements we see.

Denver Area School Superintendents Council
University of Colorado at Denver
DASSC-UCD Principal Preparation Program
1995-1996 Grant, Year 3 Progress
$162,427

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Rodney Muth; Professor and Coordinator; Division of Administration, Supervision, and Curriculum Development; University of Colorado at Denver; Campus Box 106; P.O. Box 173364; Denver, CO 80217-3364; (voice) 303-556-4657; (fax) 303-556-4479; (e-mail) rod_muth@ceo.cudenver.edu

I. Broad Goals

The Denver Area School Superintendents Council (DASSC) and the University of Colorado at Denver (UCD) collaborated on a principal preparation program designed to improve the quality of pre-service administrators. The goals of the program were to:

- improve the quality of administrative practice in area schools to enhance educational effectiveness significantly and markedly at the building level through a collaborative district-university principal-preparation partnership, and
- enhance skills with standards-based education of the experienced district administrators who act as clinical faculty and field mentors to students in the program.

II. Accomplishments

Over 100 future school administrators have been selected into and trained in four cohorts supported by this grant.

Since the program's inception in 1995,

- About 90 students have completed their work, with about 45% of these being employed in districts primarily in the Denver metropolitan area.
- Program graduates have achieved about a 95% pass rate on the state's PLACE[tm] test for principals, fully 10 percentage points above the state average.
- Students in the principal preparation cohorts have worked with numerous professional educators (including area administrators, leading experts in the field, university and clinical faculty, teachers, and field mentors) and elementary and secondary students in their combined classroom and field experiences.
- Students have been exposed to and worked in over 100 schools on content standards projects to improve school practices and results for elementary and secondary children.
- These professionals have worked with students on the development, implementation, and assessment of standards, both as they apply to the preparation of future administrators and to the improvement of learning outcomes for elementary and secondary students state-wide.

III. How Standards are Addressed

Colorado's standards for the preparation of school administrators formed the heart of the program. The program itself was designed to meet the state's six standards for the preparation of principals and administrators. These standards were addressed through classroom and field activities and through group and individual projects that have been documented in portfolios developed by the students. As well,

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the state's K-12 standards have been addressed through the projects undertaken by faculty and students to bring about improvements at school sites through school improvement plans, curriculum audits, and other field projects designed to improve outcomes for students in K-12 schools. These projects took place in elementary, middle, and high schools throughout the Denver metropolitan region and the Western Slope. In each of these projects, a small group of students used action research as a problem-based learning method to address a real school problem. The expectation was that the participating field-site school would actually use the action plans resulting from the project. The main benefits of these field projects accrued to both the participating schools and the program's students in terms of what they learned about leadership, school organization, administration, and staff development.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The program's evaluator has continuously assessed the effectiveness of the DASSC-UCD Principal Preparation Program and the Western Slope principal cohort. Evaluation activities have included regular meetings with faculty to provide feedback for continuous program improvement, observations of classroom meetings and field projects, interviews of students (past and present) related to their experience of learning in a problem-based format, interviews of faculty and personnel at project sites about their perspectives on the program and its impact, and review of student portfolios demonstrating standards-based learning.

V. Dissemination

Project personnel have disseminated the results of the project in several ways. First, the findings from the evaluation have been and are being used to improve the program as future cohorts are established. Second, what has been learned is being shared with other preparation programs in Colorado through the Colorado Association of Professors of School Administration. Third, wider audiences have been reached through presentations at national meetings, such as the National Council of Professors of Educational Administration (NCPEA) and the University Council for Educational Administration, and various national publications, including several NCPEA yearbooks and the *Journal of School Leadership*. The problem-based principal preparation program at UCD is recognized nationally as a leader in the improvement of the preparation of school administrators.

VI. Lessons Learned/Continuous Improvement

What has been learned from the program experiences supported by *Partnerships*/Goals 2000 has led to program improvements for six new cohorts not funded by *Partnerships*/Goals 2000. The close working relationship developed with the Jefferson County Schools led to their providing employees with release time to gain field experience with administrative problems, replicating what UCD had done with the Denver Public Schools for several years. Now, DPS and Jeffco have joined together to support jointly the preparation of future administrators for their two districts using the preparation model developed with *Partnerships*/Goals 2000 funding.

One problem that program administrators and faculty faced was that the number of schools requesting assistance with problems of practice far outstripped the student resources available. We are working with the Colorado Principals' Center to develop ways to locate problems of practice for our cohorts while simultaneously helping area principals address their own professional development needs.

To serve student needs better, we are developing a "matrix" structure for allocating faculty instructional time. That is, load responsibility is being adjusted for faculty who take primary responsibility for a cohort, allowing them adequate time to support students. Soon we will allocate faculty time across cohorts according to expertise, not according to course credits.

Further, to serve the needs of the state more effectively, we are developing a distance education program based on what we have learned from our *Partnerships*/Goals 2000 cohorts. This program should begin in summer 1999 and will allow potential administrators who are distant from Denver the opportunity to

participate in a standards- and problem-based preparation program even though they cannot come to Denver.

All of these efforts have been stimulated by the ongoing seminar on program redesign which was developed as a by-product of the *Partnerships*/Goals 2000 grant. This seminar has helped the faculty and area administrators develop team instructional strategies and field-based problem-solving approaches, working interdependently instead of in isolation. The seminar is now concentrating on developing a focus on learning, not teaching.

Finally, a recent CONNECT planning grant will help us extend our focus on preparing students to supervise the development, implementation, and evaluation of content standards through specific attention to math and science standards in area schools. Although the grant implementation was not funded, the authors of the planning grant have agreed to continue with the curriculum development process and seek funding elsewhere.

Overall, the DASSC-UCD Principal Preparation Program continues to improve our efforts and provide significant training for future school administrators, training which is already positively impacting Colorado students.

Denver Public Schools

El Alma de la Raza Curriculum and Teacher Training Project

1996-1997 Grant, Year 2 Progress

$149,999

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Loyola Martinez; Project Director; Denver Public Schools; 1330 Fox St.; Denver, CO 80204; (voice) 303-405-8186; (fax) 303-405-8170

I. Broad Goals

- Develop a culturally relevant curriculum at early childhood education (ECE)-12 grade levels with an array of supports and resources for teachers and students.
- Infuse the current DPS curricula with instructional units, thus enhancing the teachers' abilities to teach a broader, more accurate curriculum.
- The development and implementation of the curricular units will positively impact the engagement and achievement of Latino students within the Denver Public Schools and other Colorado districts which adopt the curriculum.
- Teach all students about Hispanics/Latinos, thus promoting racial tolerance and appreciation.
- Instructional units are developed in a standards-based format contributing to the ongoing implementation of the academic content standards in the Denver Public Schools, especially in history, reading and writing, geography, and also, mathematics and science.
- Continue partnership with the Metropolitan State College of Denver, and expand the partnerships to include the University of Northern Colorado, the University of Colorado at Denver, the University of Colorado at Boulder, and the Hispanic Education Advisory Council.
- Develop a resource directory which will provide a compendium of listings for individuals, organizations, groups, and institutions that can be of help to teachers, students, and schools. The resource directory is divided by category of individual artists in the literary and visual arts as well as performing artists, institutions, organizations, and groups.
- Develop trunks, kits, and instructional materials to include an array of resources, materials, artifacts, musical instruments, textbooks, and novels.
- Develop a resource center. All instructional units, materials, trunks, kits, and resource directory will be housed in this center which will serve as a repository for materials acquired. The center will enable a wide array of individuals in the education community to draw from and add information on an ongoing basis. Materials for the Alma Project will be housed in the Library Resource Center at 1330 Fox Street.
- District translators will translate all instructional units into Spanish.
- Redesign all materials into multi-media format to be placed online, in CD-ROM format, and into collections of slides, audio and videotapes, overheads, photos, maps, charts, graphs, glossaries, and timelines.
- Instructional units will be on the Internet.
- Field testing of all the instructional units will begin in January 1999.
- Design summer institute and identify individuals and institutions for cooperation and participation, as well as provide recertification and graduate credit for participants.
- Compile data for overall evaluation of the project.

II. Accomplishments

- A four-day summer institute was held in the early stages of the project for teachers participating in the Alma Project. The main focus was on Latino curriculum content, assessment, standards, and computer applications.

Forty-five instructional units were accepted and approved covering grades K-12 in the areas of science, history, literature, art, and music. Teachers representing twenty schools, elementary through high school, participated in the workshops, the institute and in the development of the instructional units.

- Fifteen workshops were conducted for teachers participating in the project. Workshops focused on the standards-based instructional framework, community resources, computer applications, assessment, and research.
- An analysis was conducted (K-12) to identify areas in the curriculum that could be strengthened in the areas of Latino culture, history, and contributions. The analysis was conducted by a review team comprised of nine university professors representing seven colleges and universities. At the secondary level, syllabi for 105 courses were reviewed. At the elementary level, the entire K-5 scope and sequence was reviewed using a standardized rating scale.
- **Funding for the continuation of the Alma Project was secured through full consensus of the DPS Board of Education until the year 2000. We feel achieving the sustainability of this project is a major achievement.**
- Hiring of curriculum development specialist to coordinate teacher training, curriculum development, and evaluation of project.
- Expansion of partnerships to include the University of Northern Colorado, the University of Colorado at Boulder and Denver, and the Hispanic Education Advisory Council.
- Alignment of materials, literature books, resource materials, CD-ROMs, cassettes and videos have been streamlined to create trunks which will contain multiple textbooks/literature copies for students and other supporting materials relevant to each topic.

III. How Standards Are Addressed

The format for the development of all instructional units is in accordance with the Denver Public Schools Content Standards for Success. The standards-based framework developed for the Alma instructional units was further refined for the second round of participants, thus ensuring an academically sound standards-based framework. Each instructional unit not only lists the standards for each individual lesson but the benchmarks as well. Diane Paynter, from the Mid-Continent Regional Educational Lab (McREL), provided initial inservice training and an instructional framework which was the springboard for the curriculum development component of the project.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The Alma Project is the first endeavor of its kind to assess the level of historical and cultural contributions of Latinos in social studies, language arts, art, music, and science and to initiate efforts towards infusion of those contributions into the Denver Public Schools' curriculum. The analysis of the district's curriculum found almost no mention of Hispanic historical and cultural contributions at the elementary, middle and high school levels. Literature by Latino authors at all levels is minimal. While the opportunity for multicultural inclusion is contingent on the sole discretion of the classroom teacher, the curriculum (K-12) could be greatly strengthened by providing a broader, more accurate cultural representation of events and contributions in the core curriculum. The main premise of the Alma Project is that Hispanic students learn more and relate better to courses that include information about themselves. At the elementary level, students would receive basic instruction on Hispanic leaders, the San Luis Valley, Spanish explorers and the colonization of Southwest. They would also learn about Mexican yarn art and the history of Mariachi music. Middle school students would learn about the Mexican American War, Benito Juarez, and Pancho Villa. They would study ballet folklorico, traditional Mexican dancing. In high school, students would study the events that led to the Civil Rights Movement and economic issues Latinos face in the twenty-first century. Fifty thousand dollars worth of materials about and by Latinos will be available in the Library Resource Center for use by Denver Public School teachers.

Rita Montero, DPS School Board member, has praised the hard work that has gone into the project since its inception, commenting at the March 5, 1998 board meeting. *"This is not just for Latino students, but all students. Everyone will benefit from this."* This endeavor also opens the door for other ethnic groups to initiate similar efforts and begin the development of a formalized standards-based curriculum for inclusion into the curriculum.

Evaluation of the Alma Project will begin in January 1999 by executing a carefully formulated pilot program at various sites and at a variety of levels. Evaluation of the instructional units will be based on formative data collection and analysis. Through principal, parent, teacher, and student interviews and surveys, ongoing recommendations for project planners will be made. Teachers who field-test the Alma instructional units will undergo training to ensure a uniform and congruent evaluation process.

The development of fifty-five units was planned in the proposal submitted to the Colorado Department of Education. Approximately ninety instructional units were developed and submitted. Forty instructional units were accepted as having met all the criteria and standards-based guidelines were provided to each teacher. The number of paid workshops was exceeded by six for a total of fifteen. Two institutes were proposed; one extended, four-day institute was conducted during the summer of 1997 with graduate and recertification credits offered to teachers.

Latinos make up almost fifty percent of the entire student population in the Denver Public Schools. Many proponents of public education, as well as many Hispanic advocates, believe that academic achievement will improve when students have the opportunity to learn about themselves and continue the push for literacy by studying the works of many Latino authors. Project director Loyola A. Martinez also stated, *"It's a major breakthrough. We've waited twenty five years for representation in the curriculum."*

V. Dissemination

Dissemination of the instructional units will be through the Internet as well as through working closely with various school districts throughout the state of Colorado who wish to pursue similar endeavors. Various districts in northern Colorado have requested all instructional units produced for infusion into their own core curriculums. Partnerships with these districts will be encouraged and nurtured. Results of the Denver Public School field-testing process will be made available to all school districts that have expressed an interest in the Alma Project. Instructional units which are developed with district budgetary support will also be available to any school district for a small fee.

VI. Lessons Learned/Continuous Improvement

The Alma Project is moving forward thanks to *Partnerships*/Goals 2000 and the Board of Education of the Denver Public Schools.

Lessons learned in this particular educational reform effort have been many. The opportunity for teachers to become immersed in a standards-based planning format was not only difficult for the majority of the participants, but extremely rewarding for those who honored their commitment to the project by embracing the challenge and producing instructional units which will be used by many school districts in Colorado and throughout the country.

The production of a Latino content-based curriculum will have long range benefits for **all** students. It will take time to determine if the key indicators set forth in our field-testing process will have an impact on students' achievement, attendance, attitudes, and interest levels. Denver has taken a giant step towards affirming diversity in our public school system.

Many teachers provided excellent feedback as the project evolved. It is with those suggestions in mind that many modifications and changes were made with regard to development of the instructional units. Among some of the suggestions were: develop the actual units during the summer rather than during the school year, decrease the number of days for future institutes, plan a shorter timeframe for the actual

development of each unit with sections of the unit due at each workshop, and expand the authentication committee to include more college and university professors whose expertise is in the areas of history, literature, art, music, and science. We know that infusion of a Latino perspective into the curriculum will not in and of itself be the panacea to increased attendance and improved student achievement, but it will even the playing field.

Denver Public Schools
Manual High School
Standards and Assessments
1997-1998 Grant, Year 1 Progress
$143,562

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Nancy C. Sutton; Principal; Manual High School; 1700 East 28th Avenue; Denver, CO 80205; (voice) 303-391-6333

I. Broad Goals

The objective of this grant has been to create a sustainable system of standards-based performance assessments for Manual High School students. Grant funds will support a four-part program: standards, assessments, evaluation, and a strong parent partnership.

II. Accomplishments

Throughout the 1997-1998 school year, Manual has engaged in a series of activities to improve academic performance via the creation and implementation of standards-based curricula as well as the development of a school infrastructure to support a standards-based teaching and learning environment. Progress toward this broad objective occurred in each of the four program areas that constituted Manual's *Partnerships*/Goals 2000 action plan.

Comprehensive Professional Development

- Two-day opening-of-school teaching/learning institute. This event focused on development of faculty understanding and support of standards-based teaching and learning and teachers' ability to create standards-based courses, units, and lesson plans.
- Development of sixteen teacher trainers through their obtaining "Operator's Licenses" from Northern Colorado BOCES workshops. These teachers conducted workshops and private counseling sessions for other teachers in their departments, on their integrated core teaching teams, or for any other teacher requesting assistance
- Institutionalization of peer coaching teams. During teacher preparation periods, twice weekly for 45 minutes, teachers presented their standards-based curricula, teaching units, and lesson plans to teams of their peers. As the year progressed, teachers also began presenting student work, most commonly student writing, for peer review.
- Four staff development days throughout the school year. These were devoted to development of standards-based curricula and instructional competencies to support standards-based learning.
- School structure revised and reading department developed for students reading more than two years below grade level. All core ninth and tenth grade teachers developed reading, writing, speaking, listening, and research standards-based curricula and hooked these to the reading department curriculum. (Note: 75% of Manual's incoming freshman entered reading in the first quartile on the Iowa Test.) Standards-based curricula, including broad safety nets, were developed to support the students' making between four and five years gain in reading over a two-year period.

Performance Assessment

- Rubrics were developed to measure student performance in each core class.

- Anchor papers to illustrate student performance were identified through peer coaching sessions.
- In science, rubrics were rewritten as teacher competency in development of rubrics improved.
- Ninth grade students developed portfolios of their work. In core subjects, these students included one paper that met or exceeded standards and a narrative explaining why the student selected these papers.

Accountability and Evaluation

- Student performance indicators on Iowa Tests in reading, language, and mathematics were analyzed and incorporated into standards-based curricula. Benchmarks were developed so that teachers and students could track progress.
- Peer observation teams for teachers were developed whereby teachers used colleagues to assess effectiveness of standards-based classrooms.
- A professional evaluator from the University of Colorado at Boulder provided comprehensive data to teachers and administrators on the progress of the standards-based teaching and learning. A 245-page report on teacher, student, administrator, and parent understanding, perceived staff competence, and perceived success of standards-based teaching and learning was disseminated to the faculty at the school year's end for review.
- Every student in grades 9, 10, and 11 developed performance goals and individual performance plans to meet those goals. All students assessed their success levels as measured by their individual goals.

Parents as Partners Program

- A community-outreach program was initiated, focusing mainly on parents of incoming ninth-grade students. Two part-time consultants devoted the summer to visiting homes of these students to discuss expectations that all students meet or exceed standards by the end of the tenth grade. They also discussed the role of the school, students and parents in assuring that students succeed in meeting standards
- In order to enroll for the 1998-1999 school year, a parent brought the student to school; the parent-outreach coordinators explained the "standards" expectations, and the roles we each were expected to assume. Parents, students, and the school principal each signed a pact which included the expectation that any student not meeting standards must participate in an extended school day (30 extra minutes each morning; two hours after school on Tuesdays and Thursdays and two hours on Saturdays).
- A parent brochure explaining the school's design around standards was developed in English and in Spanish and distributed during parent-outreach meetings.

III. How Standards are Addressed

All core classes and most elective classes have been restructured as standards-based. All ninth and tenth grade students and their parents have participated in a minimum of one discussion led by school staff designed to develop their understanding of a standards-based education and the roles each must play. Most students have engaged in numerous, ongoing conversations about standards, including performance assessments. All teachers understand the role of rubrics in the standards-based education process, and parents and students are steadily gaining understanding.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The end of court-ordered bussing brought about cataclysmic changes in Manual's student population. In September of 1997, the student population changed from middle and upper-middle class Anglos and African-Americans to a population of students living at or below the poverty level. Half of the new population were African-American, and half were Hispanic, many requiring bilingual or English-as-Second-Language instruction. Manual needed to develop a schoolwide

> Opportunities provided through *Partnerships*/Goals 2000 transformed a talented but traditional faculty (each focused on doing his/her own thing) into a tightly-knit teaching-learning team focused on a shared vision of teaching and learning and a clear understanding of the fixed targets for student performance.

reform initiative to meet the needs of an at-risk population and decided that the only way to establish a clearly understood and accepted culture for high standards was through the creation of a teaching and learning structure based on Colorado and district standards. *Partnerships*/Goals 2000 provided direction, partnership opportunities and funding resources to support schoolwide change. *Partnerships*/Goals 2000 provided assurances to parents and students that the academic performance levels at this urban school would be consistent with those of students in other, more affluent schools and supported parent and student buy-in for the need for students to participate in extended school-day academics in order for them to meet standards. *Partnerships*/Goals 2000 supported the school's need to develop an extensive support structure which allows teachers to construct learning experiences at standards level that students can access at multiple-entry levels, while knowing that safety nets of clinics and extended school day would concurrently support students in basic-skill acquisition. *Partnerships*/Goals 2000 supported this and other restructuring through the information provided to teachers and administrators by an outside evaluator describing "the state of school's reform." As a result, individuals and groups could adjust practices based on research. Indicators of progress include the following:

- Fifty-seven teachers participated in two days of voluntary inservice prior to the opening of school both in August 1997 and August 1998. These inservices were all focused on standards
- All ninth and tenth grade teachers developed standards-based curriculum, teaching units, and lesson plans for the 1998-1999 school year. They are teaching the same, enriched curriculum; they meet regularly to coach each other; they are leaders in their school, and many of them are leaders across the district for the work that they are doing.
- Over 300 students are participating regularly in the extended school day.
- Rubrics for reading, writing, speaking, listening, and research are part of all core classes and many elective classes. Nearly every teacher uses them; students expect teachers to use them; they are not filed in a desk drawer!

Our parent/community outreach efforts are resulting in 250 business and community representatives becoming career coaches for students, hooking standards-based performances to School-to-Career. Each career coach works with four students for four hours each month. This is the beginning of our school's Parents/Community as Partners program.

- Partnerships with Leaders in Learning, Northern Colorado BOCES, and with Cherry Creek School District have provided the school with resources needed to support our school's reform.
- Collaboration with *Partnerships*/Goals 2000 staff and other schools through *Partnerships*/Goals 2000 Networking Days and the ongoing support of the *Partnerships*/Goals 2000 director and her technical support staff have provided the necessary guidance our school needed to implement standards. These collaborations were extremely important to Manual's *Partnerships*/Goals 2000 leadership team.

V. Dissemination

Several dissemination efforts took place during the 1997-1998 school year. Manual's principal presented "Development of Standards-Based Units: The Principal's Role" to all DPS high school principals and the DPS Assistant Superintendent of Secondary Education. *Partnerships*/Goals 2000 technical staff assisted in development of the presentation. Manual presented at the spring CDE conference in Breckenridge and hosted a Cross-City Campaign group on "Peer Coaching to Support Standards." Copies of all standards-based units were distributed to DPS curriculum supervisors; subsequently, Manual teachers are facilitating numerous standards-based curriculum development discussions across the district.

Manual is willing to share process and product models with other schools, districts, BOCES.

VI. Lessons Learned/Continuous Improvement

The most important lessons learned from implementing this project are that multiple levels of activities around becoming a standards-based school can and should exist at the same time. Teamwork and ongoing sharing and communication are essential so that all teachers are part of both the process and content activities. Peer coaching is an effective way to share teacher and student work, and schools need to restructure time so that this can and will occur at least weekly and more often, if possible.

Planning backward is another effective tool. For example, examine final student products and work backwards to see what might have been improved in the process that would have resulted in higher student performance level. Insist that all teachers engaging in the ongoing and spiraling process of becoming standards-based work in teams and devise common teaching units and lesson plans so that they can coach each other. Find ways to support the teacher "superstars" who may have less motivation than other teachers to "be on the same page" as their colleagues. For an urban, high-poverty school, be prepared to think in terms of contingencies. For example, if a student's basic skill levels get in the way of achieving performance standards, what changes in the entire school structure might be needed to assist that student? We are on a journey. *Partnerships*/Goals 2000 gave our school a mighty boost.

Denver Public Schools
Primary Resources in Science and Mathematics (PRISM)
1996-1997 Grant, Year 2 Progress
$128,644

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Jeannette Thompson, PRISM Program Manager; 900 Grant Street; Denver, CO 80203; (voice) 303-764-3694

I. Broad Goals

- To address the standards in all DPS elementary schools through staff development, use of math and science kits, and distance learning.
- To pilot a math alternative assessment that is standards-based and developed through Title I.
- To provide staff development that is standards-based, curriculum-aligned, and inquiry-based.
- To develop new science and mathematics kits that will be duplicated for the five area schools.
- To enhance classroom instruction and help all DPS elementary students reach their highest potential in math and science.
- To provide a means of reaching more teachers and students through distance learning.

II. Accomplishments

- Development of five new science and math Primary Resources in Science and Mathematics (PRISM) kits: Electricity & Magnetism, Simple Machines, Measurement I & II, Rocks, and Grocery Store Chemistry/University of Denver.
- Each of the five district lead schools continued their participation in the PRISM Kit Lending Library, distributing the kits and materials to the 82 schools in the district.
- The distance learning program continued this year, and the interactive TV lesson reached 58 schools and approximately 1450 students; it enabled the students to participate in hands-on science through a two-way audio and a one-way video technology.
- The PRISM coordinator worked with 16 pre-service teachers at University Park Elementary School using the PRISM kits as the focus of the instruction.
- *The MSI Courier*, a district-wide elementary newsletter, was created to provide a necessary communication link connecting the DPS Math/Science Initiative (MSI), PRISM area leaders, distance learning, and teachers.

Eighty-two elementary schools, and 117 teachers participated in a year-long, 30-hour, staff development training program entitled "Pathways to Algebraic Thinking." Teachers were given activities to take back to their classrooms, and approximately 3,000 students were impacted by the staff development.

III. How Standards are Addressed

The district received the *Partnerships*/Goals 2000 grant in 1994, and it is largely responsible for bringing the state standards in mathematics and science to the attention of the elementary teachers in the district. The *Partnerships*/Goals 2000 networking meetings brought the standards into the arena of practical application and addressed questions such as "what do the standards look like when they are exhibited in the classroom?" The PRISM kits gave the district the vehicle to promote the staff development needed to bring standards-based math and science to the elementary teachers in the district. Monthly area

meetings provided the opportunity for training in the use of the 40 PRISM kits as well as a forum for collegial discussion. The 82 elementary schools were divided into five geographic areas—Montbello, Northeast, Northwest, Southeast, and Southwest—to encompass our large district. This past year the PRISM model was used for the district math staff development for elementary teachers at grades 4 and 5, "Pathways to Algebraic Thinking." The alternative assessment which was developed by the teachers in the Title I program was piloted in 12 schools, which then showed significant gains between the pre- and post-tests.

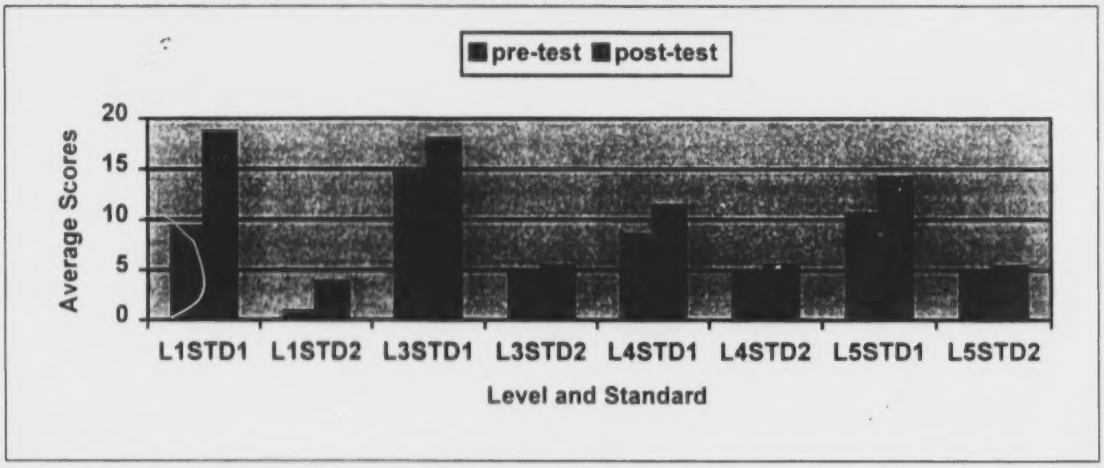
IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The PRISM Project has been sustained through the coordination of several initiatives and funding organizations, including DPS/Math & Science Initiative (MSI), the National Science Foundation, Eisenhower Professional Development Program, Title II, a McREL grant, and *Partnerships*/Goals 2000 residual funds.

Standard-based staff development was the cornerstone of the PRISM Project for the 1997-1998 school year. The MSI and the PRISM leadership team developed 30 hours of staff development for fourth and fifth grade math teachers. We requested that two teachers from each of the 82 elementary schools attend six sessions that were held in the area center schools. The sessions were small (no more than 30 teachers in each workshop), so there was opportunity for discussion and sharing of information. In June, the three-day workshop was planned with a focus on math assessment and the Colorado Standards Assessment Program (CSAP). The teachers were given the opportunity to become familiar with performance-based assessments, look at student work, develop a rubric, and score the assessments. The activities were provided so that the teachers could begin fall classes with performance-based math assessments in hand.

Eisenhower funds provided a stipend to pay the five area leaders and the teacher coordinator and refurbish the PRISM kits. Substitute teachers were also provided for the area leaders to enable them to visit their area schools and assist teachers.

Denver Public Schools
Math and Science Initiative 1997-1998 Pre- and Post-Test Results



The McREL Grant provided the funds for the August 26, Science Kick-Off for Elementary Teachers. All of the science programs that impact the DPS students were presented, and the teachers had a menu of sessions from which to choose. Eighty-five teachers were involved in the one-day event. Several of the new math PRISM kits were introduced, and the area leaders were involved in the presentations.

Distance learning, which was funded by the district and Eisenhower funds, was coordinated by Sally Tague and Gregory McClain. Each program was based on one of the PRISM Elementary Science and/or Math Kits. Each lesson was a standards-based and interactive, which means that the teacher was able to communicate with four elementary classrooms and engage in hands-on activities.

National Science Foundation and district funds, supporting the MSI, provided central staff to coordinate the PRISM Project.

V. Dissemination

- The lending library is the distribution point for the math and science kits. The teachers fill out an evaluation form after they have finished using the kit and also let the area leaders know if the kit is in need of expendable supplies.
- The PRISM Advisory Committee met in the fall and again in the spring to review, update, and report to the district, principals, community representatives, and teachers the status of the PRISM Project.
- *The MSI Courier* keeps principals and teachers in the district apprised of staff development opportunities, conferences, conventions, and science fairs.
- The PRISM contact person is on the MSI leadership team, Leaders in Learning Board, State Mathematics Networking Committee, and the State Connect Science Education Cadre for the purpose of providing coordination between the various initiatives.
- The PRISM team has formed a relationship with Leaders in Learning through a CASSI grant which includes
    - the University of Denver's Science and Math Labs, a summer workshop for teachers,
    - student visits to DU to do inquiry-based experiments, and
    - activities with pre-service teachers at Metro State College.

VI. Lessons Learned/Continuous Improvement

- The PRISM Project is embedded in the science and math instruction throughout the district. Other initiatives look to the PRISM structure as a vehicle to disseminate information district-wide and network with the elementary math and science teachers. Through the use of various funds and grants, the PRISM Project will sustain itself in the district.
- There are more kits to be developed, and the emphasis on the new kits will be on inquiry-based activities which involve more than hands-on, minds-on activities.
- This year the PRISM kits will be delivered to the elementary schools through the DPS warehouse. In the past the teachers were required to pick up and return the kits they needed for classroom instruction. It is hoped that providing the delivery of the kits will encourage more teachers to access the kits.

We are committed to continuously working with administrators, teachers, students, and community to engage in standards-based science and mathematics with the outcome of raising student achievement in the classroom.

Douglas County School District Re-1

Local Education Reform in Douglas County

1995-1996 Grant, Year 3 Progress
$57,450
1996-1997 Grant, Year 2 Progress
$110,000
1997-1998 Grant, Year 1 Progress
$100,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Elliott Asp; Director of Assessment; Douglas County Schools; 620 Wilcox Street; Castle Rock, CO 80104; (voice) 303-814-5278; (e-mail) Elliott_Asp@ceo.cudenver.edu

I. Broad Goals

- Pilot models of school reorganization designed to support student achievement of the district's content standards.
- Investigate electronic means of tracking student progress in meeting standards.
- Provide staff developments to support implementation of specific language arts and math standards at the school level.
- Produce a second video on the implementation of SBE in the classroom.

II. Accomplishments

- Development of instructional resources (lesson plans, units of instruction, and assessments) for mathematics standards and checkpoints at the elementary level.
- Development of nine school models for meeting the needs of students who have not met standards or who have exceeded them.
- Training for district staff and personnel from five schools on ABACUS software for tracking student progress in meeting standards.
- Development of ABACUS "demo" for use with staff.
- Use of the SBE video as a professional development tool by all staff.
- Use of the SBE video as a communication tool with a variety of parent and community groups.
- Standards conference scheduled for April 1999.
- Teachers reported on student progress in meeting standards to parents for grades 2, 5, 7, 9 and to the district for grades 3, 6, 8.
- Development of a parent brochure about reporting student progress in meeting standards.
- Development of "standards reporting form" for use by teachers when reporting out on standards.
- Revision of bodies of evidence guides for selected standards in language arts and math.
- Sharing and discussion of student work representing "proficiency" by teachers at elementary, middle, and high school.
- Revision of Standards-Based Configuration Map.
- Development of outline for second SBE video.

III. How Standards are Addressed

Partnerships/Goals 2000 funds have been critical in the implementation of standards-based education (SBE) in two ways. One is the reporting of student progress in meeting standards, and the second is the

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development of pilot projects at various sites across the district to address the student needs based on their progress in meeting standards. At the end of the 1997-1998 school year, using bodies of evidence guides, student report forms, and parent brochures developed with *Partnerships*/Goals 2000 funds, teachers in grades 2, 5, 7, and 9 assessed student progress in meeting standards in language arts and math and reported to parents. Teachers at grades 3, 6, and 8 reported on their students' progress to the district. Having teachers collect data about student progress in meeting standards and inform parents whether their student was making appropriate progress provided a strong impetus for the implementation of SBE in Douglas County. It gave a very strong message that SBE was here to stay, and that it was an expectation districtwide.

Beyond serving as a symbol, reporting out on student progress concretely "pushed" the system forward in implementing SBE. In order to report on student progress, teachers had to be sure that their curriculum and instruction was aligned with the standards and that they were providing opportunities for students to meet them. In addition, reporting on student progress caused teachers to reorganize their gradebooks to keep track of student progress differently. While there was some initial resistance to this, by the end of the year teachers understood the process and were able to provided valuable feedback about how to make the process more manageable as well as how the standards themselves needed to be revised. At the beginning of the current school year teachers were much clearer about what kind of evidence they needed to collect and where they were going to address the standards in their instructional plans.

> Without the classroom assessment, instructional resources, and the school-based models for dealing with students who have not met or exceeded the standards (all of which were supported with *Partnerships*/Goals 2000 funds) we would not be at this point in implementing standards-based education.

In addition, reporting out on student progress in meeting standards caused teachers, schools, and the district to squarely face the question, "What are we going to do with students who don't meet the standards or who have already exceeded them?" Fortunately, our school-based projects developed with *Partnerships*/Goals 2000 funds provided some ways to address those critical questions.

Taken together, these activities have helped to make SBE a way of doing things in Douglas County. Our staff now has a much clearer understanding of SBE because they have lived it for a year. The question is no longer why or if we are moving to a standards-based system, but how are we going to make it work.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Using *Partnerships*/Goals 2000 funds, nine projects are currently underway to address the needs of students who have not met specific standards in language arts and math or wno have exceeded them. Space does not permit a summary of all projects, but an example from each level is described below to provide a "feel" for the kind of impact this work has had on students and teachers as well as the community.

At Pioneer Elementary School *Partnerships*/Goals 2000 funds were used to support a "flexible grouping" approach to reading instruction. The school day is arranged to provide a common reading block of 80 minutes every morning. At that time all educational staff are engaged in reading instruction (including administrators, all teachers, and instructional assistants). This allows for the facilitation of many small flexible groups, which is the foundation of the program. In addition, all students have an individual learning plan (ILP) based on their strengths and areas of need. There is a coordinator for each K-6 vertical team who meets regularly with the team to discuss student needs and plan for regrouping as appropriate. These weekly forty-minute meetings are mandatory for all staff.

At the end of the 1998 school year, over 90% of the students at Pioneer were deemed "progressing appropriately" based on a body of evidence which included formal (e.g., individual reading inventories) and informal (e.g., anecdotal notes) assessments. Those students who were not progressing appropriately were targeted for intervention and given more direct instruction as needed. This was made possible through the weekly meetings conducted by the track coordinators. At the end of the school year

those students who were not making appropriate progress were identified for their next year's teacher who was supplied with specific information about the areas in which they needed additional assistance.

As a result of this project, teachers report that they felt more able to direct their instruction at student needs. Further, a common language around reading assessment and instruction has developed schoolwide, along with a high degree of professional collaboration among staff in regard to student needs. In addition, the development of the ILPs has increased parent understanding of their student's reading strengths and needs. Implementation of this model would not have been possible without *Partnerships*/Goals 2000 funds which were used to provide teacher release time for planning, additional paraprofessional time for assessment, and record keeping and class coverage for the track coordinators during the weekly group meetings.

At Parker Vista West Middle School *Partnerships*/Goals 2000 funds were used to develop summer and Saturday school programs based on student progress in meeting standards. The funds were used for planning and design of the program as well as to provide scholarships for financially needy students. In addition, these funds were used to provide student teaching assistants who helped teachers to individualize instruction and served as positive role models for students in the program.

Well over 90 percent of the students involved in the summer school program earned a "B" or better in their courses. In addition, surveys conducted at end of the program revealed a high degree of satisfaction among both students and staff. For example, one teacher stated, *"Student learning really skyrocketed in my class! Getting more individual attention and help with organizational skills were key for all of the students."* A student assistant noted, *"I learned some patience and gained experience in helping people."* A student in the program shared this observation, *"At first I didn't think this was going to be cool, because I figured if I couldn't learn anything in a year, how could I learn anything in a month? Well, I was wrong. I really think this helped tremendously with my skills."* The performance of students in the Saturday program is still being evaluated.

At Ponderosa High School *Partnerships*/Goals 2000 funds were used to provide a program for those students who had not met standards in middle school or who needed extra practice and reteaching in order to succeed in high level classes. Ponderosa's basic skills and supplemental lab provides for remediation based on student needs and also gives students support in their current classes. For example, the program provides an individualized environment for at-risk students (such as students who are on 504 plans, have experienced repeated school failure, have recently been staffed out of special education or who decline special education services) with immediate reinforcement and skill instruction with tutor support. Another example is a student who would be a borderline Algebra I student with a high probability of failing. With the support provided in the lab that student is able to be successful. Without that support the student would probably end up in pre-algebra and miss the opportunity to advance his or her education. A similar scenario occurs with Algebra II students who might end up in geometry topics without the support provided by this program.

A unique feature of Ponderosa High School's supplemental lab is the mentoring and peer tutoring aspect. The program includes many adult volunteers who work with students two to three times a week. In addition, peer tutors from Ponderosa High School (e.g., AP students and other student leaders) work daily in the lab with small groups of students. While the program is still relatively new, 77 percent of current students received a grade of 70 percent or higher on their most recent test and less than 1 percent have failing grades.

While this is only a sample of the work being conducted with the support of *Partnerships*/Goals 2000 funds, it is typical of the programs successfully affecting education in Douglas County. This work is having a direct impact on student achievement as well as providing models for other schools to use as they work to improve student performance at their sites.

V. Dissemination

The products and resources which have been created as a result of our work have been shared with

other educators in Colorado and across the nation. For example, we have presented at the State Standards Conference in Breckenridge and other venues around Colorado and have made the standards video, the configuration map, and our body of evidence guides available upon request. The videotape has been used by all schools in a district inservice day on standards, with a variety of community groups (for example, site councils and building accountability committees), and at a *Partnerships*/Goals 2000 Networking Day. The school-based models have been shared at district meetings. We will be holding a standards conference in late April or early May of 1999 where these products and resources will be shared with the district and community as well as with educators from other districts who choose to attend the conference.

VI. Lessons Learned/Continuous Improvement

More than anything our past year's work has taught us how powerful SBE can be in focusing our attention as a district on improving student achievement and how difficult it is to implement. To ensure that all children have multiple opportunities to meet a single standard in language arts and math (albeit very critical ones, reading and number sense) has been a monumental challenge to our system. It has caused us to rethink the pace at which we will implement SBE and the scope of the implementation itself.

It is clear that we have much work to do to make sure all students can read at an appropriate level and achieve a high degree of "number sense." Therefore, we have slowed down our implementation schedule and have begun to revise our standards. We will not be reporting on additional standards this year at the elementary level and will only add an additional standard in language arts and math K-12 (writing and computation) in the foreseeable future. At the secondary level we will be adding only a standard or two in science and social studies over the next several years. This does not mean we will not address the other standards in those subject areas, but it will be at a much less formal level with no public reporting on individual student progress.

In addition, we are taking a hard look at our standards and checkpoints in order to ensure that they incorporate what all students **truly** need to know and be able to do rather than a "laundry list" of curricular objectives from particular content areas. We currently have 45 standards with 943 checkpoints. It is obvious from our experience this year that we cannot implement all those standards at the same level we have the two we focused on this year.

We must continue to think carefully about focusing the system on student learning and what that means for students and teachers at different levels. Our work this year has helped us do that by letting us know what it truly means to be standards-based.

Durango School District 9-R
Parent-Teacher, Building-Based Educational Reform Partnership
1996-1997 Grant, Year 2 Progress
$138,178
1997-1998 Grant, Year 1 Progress
$84,138

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Fred Cheney; Durango School District 9-R; 201 E. 12th Street; Durango, CO 80301; (voice) 970-247-5411; (fax) 970-247-9581

I. Broad Goals

The focus of the Parent-Teacher, Building-Based Educational Reform Partnership is to support teachers, parents, students and the community at large in ensuring that **all** students achieve high standards. The project addresses six of the *Partnership's* eight goals.

- To have secondary classroom coaches continue to carry the awareness of standards to teachers, and to have teachers, administrations, and parent partners communicate the standards to parents and the community.
- To have available to teachers a body of assessments aligned to the Colorado Model Content Standards and an implementation schedule for those assessments.
- To have curriculum, instruction, materials, and policy focused solidly on the Colorado Model Content Standards.
- To train teachers to deliver instruction and assess its products in a manner that supports standards-based testing.
- To have parents involved in the learning of their children as fellow teachers, learners, communicators, collaborators, and decision-makers.
- To provide our community with honest, accurate, and easily understood information about the health of its school program.

II. Accomplishments

The approach of the Parent-Teacher Building-Based Educational Reform Partnership is two-pronged. Direct effects on classrooms and students, i.e., instructional practices, materials, and student learning, include the following:

- Standards coaches worked closely with teachers, administrators, and aides in the two middle schools, the high school, and one charter school. They increased teacher and student awareness of standards and increased teacher expertise in delivering standards-based instruction.
- Other successes in this area include increased use of standards-aligned assessment instruments, including FOSS science modules; district-developed and district-scored writing assessments in three grades; district-developed middle school mathematics assessment; and science, math, social studies and English prototype assessments developed by staff.
- Students benefited from the highly effective Los Amigos tutoring program.
- District scores show a significant improvement in minority test performance.

Indirect effects on classrooms and students, such as professional development, assessment system structure, community liaisons, and partnerships with other districts include the following:

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- Professional development
  - A two-day Marilyn Burns mathematics workshop trained 108 elementary teachers and aides.
  - Two ten-week, two-credit assessment practicums and assorted workshops resulted in a cadre of 24 teachers with intensive assessment training.
- Assessments
  - interpretive workshops covering CSAP results in each elementary school
  - detailed reports of district-developed writing assessments for fourth, eighth, and eleventh graders
  - development of over 50 comprehensive, standards-aligned assessments modules
  - item bank of over 2,500 items covering first-round content areas at the elementary, middle and high school levels
  - adoption of a district assessment system indicating the state, norm-referenced, and district-developed tests, including timelines for implementation
- Liaisons with other districts
  - Durango 9-R staff have presented results of *Partnerships*/Goals 2000 efforts at numerous state and regional conferences.
  - Durango 9-R staff have shared their training at opening workshops at neighboring districts.
  - The standards and evaluation specialist has shared and swapped materials with 27 Colorado school districts as well as nine out-of-state agencies.
- Liaisons with local community
  - aggressive stance with local press regarding efforts to raise achievement
  - extensive use of trained community members in hand scoring of assessments
  - regular assessment reports to Durango 9-R District Accountability Committee

III. How Standards are Addressed

Prominently displayed over the desk of the standards and evaluation specialist is a poster that paraphrases a recent campaign slogan—IT'S THE STANDARDS, STUPID. All handouts at workshops, all development sessions, all curriculum and materials review begin with another handout listing the standards that apply. The standards remain the final litmus test for all decisions in District 9-R. As time passes, the understanding of standards goes deeper and deeper.

However, less subtle measures are also in place. Each middle school, the high school, and one charter school have one or two standards-based classroom coaches, whose job it is to respond to faculty needs regarding standards-based instruction. The coaches have provided model lessons, lesson and unit plans, and provided models of good assessments. The table below shows the effectiveness of the coaches as measured by the Northern Colorado BOCES Self-Evaluation of Standards-Based Schools. Respondents rated themselves from 1 to 5 on a Likert scale, with 1 being the least like the standards-based ideal, and 5 being most like the ideal.

Northern Colorado BOCES Self-Evaluation of Standards-Based Schools

Component	Spring 1996	Spring 1997	1996-1997 change	Spring 1998	1997-1998 change
1. Standards awareness	3.4	3.1	-0.3	3.5	+0.4
2. Standards instruction	3.7	3.6	-0.1	3.9	+0.3
3. Standards assessments	3.5	3.1	-0.4	3.8	+0.7
4. Student learning	2.8	2.8	0	3.5	+0.7

The drops of a year ago were the result of teachers finally understanding all that was involved in delivering a standards-based program. Many teachers acknowledged that their 1998 responses were conservative based on the revised goals they are setting for themselves. Regarding student awareness, the coaches saw to it that every classroom had a complete set of posters listing all the standards.

However, the student questionnaire accompanying the eighth grade mathematics assessment was more telling. The question students responded to was, "How familiar are you with the math standards?" The choices ranged from "I don't have any knowledge of them," to "I know and understand them." In 1997, 48% of students surveyed professed to having no idea. Also of interest that year was the fact that increased knowledge (as self-reported) did not correlate with improved scores on a standards-aligned test. The 1998 results showed a thirty percent drop in the level of unknowing, and test performance correlating slightly with increased knowledge.

The middle school mathematics assessment was one of several aligned assessments given during 1997-1998. Each elementary grade took a standardized science assessment based on FOSS units. The assessment modules came with instructions for uniform administration and rubrics for uniform scoring. These results will, over the elementary years, constitute a body of evidence in science and become part of the student's permanent record.

With the guidance of the standards and evaluation specialist, teachers developed writing assessments for the fourth, eighth, and eleventh grades. The reports for each contain prompts, test conditions, rubrics, and performance data. They further contain detailed diagnostic breakdowns, not just across the three or six traits of writing measured, but also for high, middle, and low performing groups of students. Additionally, the fourth grade assessment included a student questionnaire that probed issues of motivation, attitudes towards writing, and integration of reading and writing. These data have been very influential in program decisions from the coming year. Through a variety of initiatives the district produced an additional 30 comprehensive, standards-aligned assessment modules covering all grades and all first-round content areas. These, along with an item bank of over 2500 items, are available to all district personnel and, with some restrictions, to teachers from other districts.

Probably the most long-term initiative was the adoption of a district assessment system that includes state, nationally normed, and locally developed tests, as well as the time frames for their adoption. The table below shows a sample system for three elementary grades in one subject, reading, and designates when each assessment would be given.

Sample Reading Assessment System by Grade Level

Assessment Source	Grade 3	Grade 4	Grade 5
CDE	CSAP, March	CSAP, March	
NRT			ITBS, April
9-R	Eckwall & Gates, May	Gates, May	Gates, May

Though space prohibits producing the entire document, every first-round content area as well as every school year, K-12, is included in the district assessment system. As an aside, it should be noted that the late passage of HB 1267 cased a number of awkward shifts after the adoption of our initial system. It is the hope of District 9-R that the state implementation program will become stable so that we can plan how best to gather the data we need with long-term consistency.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Each classroom coach received a $500 stipend, another $500 to spend on materials, and 10 sub days for the coach or other faculty members. The self-evaluation scores table in the previous section indicates that the expenditures bore fruit. Also, the standards and evaluation specialist conducted two ten-week, two-credit assessment practicums and assorted workshops involving a cadre of 24 teachers. These teachers, in addition to continuing to turn out exemplary assessments for their students and peers, serve as resources in their buildings. They have generated over 50 comprehensive modules and over 2500 stand-alone items.

Some *Partnerships*/Goals 2000 funds contributed to the Los Amigos after-school tutoring program. Staffed by community and Fort Lewis College volunteers, the tutoring center works with elementary students two afternoons per week, and middle school students for the same amount of time. Program evaluation for students in need of tutoring can be misleading if the only consideration is the ultimate level

of achievement. The table below indicates the average amount of growth for students in District 9-R and compares it to the growth of students who received Los Amigos tutoring. Students are categorized according to how far above or below grade level in reading they were before tutoring or testing.

Relative Growth by Reading Level
Los Amigos Tutees Compared to Students District-Wide

Reading Level	District	Los Amigos
2.5+ years below grade level	0.13 year	0.70 year
1.5-2.4 years below grade level	0.33 year	0.63 year
0.5-1.4 years below grade level	0.37 year	0.50 year
at grade level and above	1.40 years	1.76 years

Though at-risk readers continue to need even more interventions, the table convincingly shows the benefits of the Los Amigos tutoring program. Nearly two-thirds of the students receiving tutoring were language minority. Clearly, the tutoring was one of the factors that saw the District 9-R performance gap between white and Hispanic students on the fourth grade CSAP reduced by 14 points in reading. Other influential factors would have to include the interpretive workshops showing the data and the tasks, and the subsequent instructional decisions made by the ESL teachers.

Partnerships/Goals 2000 also financed a highly successful two-day mathematics workshop by Marilyn Burns. Attended by 108 elementary teachers and administrators, the sessions provided the ideal climate for the year of curriculum review in math. The director of elementary student achievement remarked, *"I've never had so many teachers come to me begging for a week-long follow-up to a workshop."*

The most striking example of *Partnerships*/Goals 2000 monies continuing impact is the lack of any extended mention in this report of Parent Partners. That is because after getting on its feet with the 1996-1997 grant, the program now runs itself.

V. Dissemination

With or without grant monies, dissemination is not an option in matters of educating young people; it is an obligation. Many of the practicum products are already in use in districts around the state and nation. Also in use are the newly acquired skills and insights derived from the *Partnerships*/Goals 2000 grant. Coaches and practicum graduates have logged 12 conference presentations in Colorado and New Mexico. District 9-R staff members have lent their support to other schools, opening workshops for the nearby districts of Bayfield and Ignacio. The office of the standards and evaluation specialist has forwarded materials generated in just the last two years to 27 Colorado districts.

Last fall District 9-R administrators launched a "War on Low Achievement." The effort began with a meeting with the full editorial board of the local newspaper. The aggressive stance conveyed to the public that we were taking standards seriously, and it put parents on notice that the district was going to insist on providing more support to the most needful students, even when it meant more of the student's time as well as our own. Tutoring, summer programs, and a middle school Encore program told everyone that the bar had been raised.

Community members were trained by the standards and evaluation specialist to score the writing assessments. While this took a considerable load off teachers, it also communicated to the community the health of the writing program in schools. The comprehensive reports for the writing assessments are also available to the community. For each of the last two years, Durango, Bayfield, and Ignacio have jointly hosted a press conference for the release of CSAP results. In this way we have been able to tell the truth about our scores and ward off misinformed interpretations. This year each meeting of the district accountability committee will feature a report on one of the assessments in the district assessment system.

VI. Lessons Learned/Continuous Improvement

The teachers trained in assessment development continue to lead, coach, and inspire more assessment development. The items and model assessments on file are the raw material for enough assessments to

satisfy all state and district needs for years to come.

The successful practices responsible for reducing the ethnic performance gap—Los Amigos and the ESL teachers—will not go away, but will be reapplied and refined routinely.

The networks established with other districts and agencies have been so rewarding to all, that to drop them would be foolhardy. The community volunteers who scored the writing tests all requested a call back next spring. The newspaper regularly checks out assessment issues of which it is unsure.

More than enough challenges lie ahead, but they are challenges that were not even thinkable two years ago. These challenges include elimination of the ethnic performance gap, implementation of level five standards-based instruction and classroom assessing, the phasing in of many district assessments, addition of more science and social studies modules, investigation of ways to accommodate our special populations in meeting the standards, improvement of community awareness, and attention to second-round content areas.

In education the job is never done. The way is seldom clear or easy; however, in District 9-R we do have our focus. IT'S THE STANDARDS, STUPID.

East Central BOCES
Standards and Technology
1995-1996 Grant, Year 3 Progress
$80,445

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Moira Hawks; Project Coordinator; East Central BOCES; P.O. Box 910; Limon, CO 80828; (voice) 719-775-2342 ext. 108

I. Broad Goals

- Create an awareness and understanding of standards-driven education utilizing a trainer-of-trainers model that will provide local expertise to help monitor and reinforce the day-to-day use and application of the curriculum, standards, and assessment.
- Align district curriculum with local and state standards and assessments.
- Transfer and apply standards and curriculum to technology-based programs that will help districts implement a process for curriculum planning, instructional delivery, student assessment, reporting, and re-teaching.

II. Accomplishments

- Thirteen districts (125 trainers) received training on alignment of curriculum with local and state standards.
- Five districts have continued to pilot and implement the PRO-STAR software. PRO-STAR is a comprehensive data collection and management system that provides student information, health information, attendance, behavior management, curriculum, assessment tracking, schedules, and grade books and reports.
- Districts have committed to ongoing training and release time for their staff to continue working on implementing standards and assessments.
- Teachers are piloting their own assessments.

> Districts now have trainers with expertise in their buildings to support standards and assessment training of new faculty members.

III. How Standards are Addressed

Districts adopted standards to meet or exceed the state standards. District curriculums have been aligned with the standards. Through the trainer-of-trainers model, each district has a team of educators with expertise in standards and assessments. Teachers are developing rubrics and assessments. Five districts are working with the PRO-STAR software as a tool for classroom teachers to use daily to access, implement, or evaluate standards and assessments as they facilitate student learning. This software is also being used to report student progress to parents.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Partnerships/Goals 2000 funds were used to implement a trainer-of-trainers model that would develop a team of educators in each district with expertise in standards and assessments. These teams—representing educators, parents, and administrators—received training in curriculum alignment; standards and assessment writing; and strategies for communicating with other educators, parents, and the community. This project has served as a catalyst for major change in most of our districts. Some of the *Partnerships*/Goals 2000 funds were also used to train teams from five districts piloting the PRO-STAR

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software. These teams have transferred their standards and curriculum to this program to implement a process for curriculum planning, instructional delivery, student assessment, reporting, and re-teaching. This type of daily access to standards has provided a focus for instruction and planning. This project has also created a demand for additional and ongoing training and support.

> The networking and training within districts has allowed K-12 staff and parents to work from a more unified, cooperative, and cohesive vision for student achievement.

V. Dissemination

Accomplishments of the project have been shared with the district school boards, accountability committees, the BOCES Superintendent Advisory Council, and the BOCES Principal Cluster. Our ultimate goal is to improve student achievement, and we continue to gather student achievement data towards this end.

Products:

- model for aligning the curriculum to the standards and assessments
- sample performance assessments and sample rubrics
- preview or overview demonstration of how PRO-STAR software can be used in any district to access, implement, and evaluate district standards and assessment and student achievement on a daily basis.

VI. Lessons Learned/Continuous Improvement

If given the training and release time, teachers willingly participate in the ongoing work of implementing standards. Having expertise within each district helps prevent teacher frustration and burnout. Once educators have a basic understanding of SBE they are able to communicate their specific needs for ongoing professional development.

If districts are to be successful in using technology in this reform process, they will have to be resourceful in finding additional financial supports. It has not been easy piloting the software. Extra hours were spent dealing with the software provider because they were not as far along in the development of their product as originally thought. We did not initially make the progress that we had hoped to make.

If we can focus on agreed-upon goals as we use our time, energy, and resources to support systemic change, then we can sustain our efforts after funds are no longer available.

East Yuma County School District RJ-2

Achieving Standards through Technology-Assisted Instruction

1995-1996 Grant, Year 3 Progress
$58,767
1996-1997 Grant, Year 2 Progress
$36,600

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Larry E. Frazier: Superintendent: East Yuma County School District RJ-2; 30222 County Road 35; P.O. Box 157; Wray, CO 80758; (voice) 970-332-5764

I. Broad Goals

- Close the technology gap for students and teachers.
- Use technology to align instruction with standards.
- Create valid assessments using technology.

II. Accomplishments

- purchase of new hardware and software
- Internet servers online and CD-ROM ready for use
- complete software/database library
- evaluation of department technology needs
- implementation of technology mentorships
- alignment of course content with standards
- heightened software awareness and excitement
- use of computer-based assessments

III. How Standards are Addressed

Standards and assessments were written in the 1996-1997 school year for all grade levels and subjects. *Partnerships*/Goals 2000 funds allowed the purchase of software that is continuing to improve the alignment of instruction and standards. East Yuma teachers are expanding the opportunities for students to learn using current technology through the use of multimedia presentation stations and access to the Internet. There are also three subject areas where computer-based assessments are in place and working. Other areas are presently constructing valid assessments using technology resources.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The equipment purchased has allowed computer-based instruction to occur in the science, math, history, agriculture, and transportation technology classes. The mobile presentation station has given entire classes access to interactive CD-ROMs, and a number of teachers now require students to construct PowerPoint presentations as part of the

The impact of this grant has been enormous! Before the purchase of the *Partnerships*/Goals 2000 funded equipment, few courses utilized software for student instruction, and other than the actual computer classes, there were absolutely no computer-based assessments in use. For many of our students, *Partnerships*/ Goals 2000 has allowed them the first opportunity to access the Internet. In addition, East Yuma students can now say they participated in creating a website.

assessment process. Teachers involved in the technology mentorship program have software that students use as a reference or for supplemental learning. The LCD projection screen is in use daily, and the purchase of an additional unit is being considered due to the increased demand.

All students and teachers now have Internet access through the school. The dedicated Internet server allows fast, easy, satellite-based access to education and reference sites. New ideas for lesson plans, technology-based assessment, and software reviews are now easy for teachers to find. Students will be using a CD-ROM-based career planning program with hyperlinks to Internet sites. This will allow them to see how standards in the classroom will be utilized in their post-secondary careers.

The district now has a student-designed website. Student handbooks will be published on this site, and students who miss school will be able to find assignments and class information on the website all by the year 1999. This will also allow parents to find the district standards published on the district's homepage.

V. Dissemination

This project has disseminated information through several forms. Articles on the district's technology progress have run in the local and regional newspapers, and the local radio station has featured our project in broadcasted reports. Several teachers are now involved in the BOCES Science Cluster Meetings where they can share knowledge with other districts. Our teachers have made presentations to the district accountability committee, the futures committee, the school board, and at the BOCES Regional Inservice meeting. Further, our computer labs have been made available to the members of our community through adult classes, and discussions on technology standards and assessments were held at a community forum. Lastly, the publication of a district homepage on the Internet has been a source of excitement for our students, staff, and the entire community.

Possible products, models or processes include:

- a library of computer-based valid assessments for designated standards in chemistry, biology, human anatomy, U.S. history, and European history
- a life skills/career planning curriculum utilizing an activity database and hyper-linked career software

VI. Lessons Learned/Continuous Improvement

At East Yuma there has been a revision of the technology plan due to the experience gained through the *Partnerships*/Goals 2000 grant. The theory we had that every classroom should have a computer immediately ends in a waste of funds and resources. Many teachers can and do teach to the standards and make valid assessments of student progress without computers and the Internet. Experience has shown us that these teachers, while perhaps interested in technology-based instruction, can not instantly make efficient use of technology if it is placed in their classroom. The key is to support that group of teachers who have committed to using computers for instruction and assessment and to have an infrastructure that can allow resources to be shifted and shared as more teachers develop a need for and/or interest in expanded technology.

The futures committee, technology committees, and the accountability committees are continually reviewing the process of using computer-based instruction and assessment in our school district. Our school board has contracted a technology consultant to instruct staff and suggest changes and updates to the infrastructure. At the present time the school board, staff, and community members are involved in a process of strategic planning that includes intense focus on the need and continuation of the technology-based instruction efforts.

Fremont Re-1 School District, Cañon City Schools
Professional Development Grant
1995-1996 Grant, Year 3 Progress
$38,000
1996-1997 Grant, Year 2 Progress
$34,447
1997-1998 Grant, Year 1 Progress
$52,033

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Mary Ann Goshert; Director of Elementary Education; Cañon City Schools; 101 North 14th Street; Cañon City, CO 81212; (voice) 719-269-6400

I. Broad Goals

- To develop and implement a district comprehensive assessment plan.
- To align curriculum, instruction, and assessment with district standards.
- To focus staff development on successful implementation of content standards.
- To improve partnerships in the community to build success in implementation of standards-based education.
- To develop and implement a district professional development plan.
- To extend staff development regarding standards to students, parents, and the community.
- To develop a standards implementation plan.

II. Accomplishments

1995-1996

- The development of a district professional development plan led to the formation of a professional development committee with representation from each school. An added focus on professional development came about because of the district's Consolidated Programs application process, which addressed the *Eight Goals for Educating Colorado Students*, and a waiver which allowed Title I schoolwide programs at each elementary school. As a result, a new position, which focuses on staff development, was created.
- Fifty-two percent of district staff participated in observations of teaching and learning at other levels. Evaluations about the observation experience were extremely positive regarding insights into the K-12 continuum of learning.
- Content standards in language arts, math, science, and social studies (history, geography, civics, and economics) were completed and adopted by the Fremont Re-1 Board of Education and distributed to district staff.
- A district SBE Reach Team of 30 teachers was formed and trained to provide support to colleagues at the building level in implementing standards and developing assessments. Summer training sessions included assessment literacy, performance assessments, and portfolio assessment.
- The March 1996 Business-Education Roundtable focusing on content standards was so successful that subsequent roundtables were planned.

- Math standards were incorporated into the selection process of new elementary math materials, and the materials and standards were integrated in a district inservice.
- A district team from the standards and assessment steering committee attended a follow-up conference through the Northwest Evaluation Association, which resulted in progress being made on the district comprehensive assessment plan.

1996-1997

- The Standards and Assessment Steering Committee completed a district comprehensive assessment plan to be implemented within five years. Steering committee members visited each school staff to review and discuss the plan. The first component, achievement level tests, was piloted in reading, language arts, and math in the fall and spring of the 1996-1997 school year in grades 3-9 to provide baseline data. District staff received inservices on purposes and administration of achievement level tests (now referred to as TALL tests).
- The board of education adopted a policy presented by the steering committee supporting a comprehensive assessment program aligned with district content standards.
- Work sessions were held for board of education members and district administrators regarding the district's assessment plan, achievement level tests and utilization of results.
- District teams attended several state and national conferences on standards and assessment, bringing information, products, and presenters to share with others in the district. There were opportunities to network with other districts and to work in planning teams at these activities.
- Members of the district SBE Reach Team (standards and assessment coaches) participated in a four-day workshop on "Implementing SBE in the Classroom" in August 1997 and discussed ways to share the knowledge and processes with colleagues.
- The Standards and Assessment Steering Committee developed an action plan to implement other parts of the assessment plan, including assessments for the Basic Literacy Act.
- High school staff aligned curriculum with district standards. Other levels began the process.
- A district committee of regular and special educators completed phase I of a resource bank of accommodations and modifications for special needs students, which was made accessible to all district teachers through the Internet.
- Administrators participated in dialogue and inservices regarding standards implementation.
- The second business-education roundtable had approximately 93 participants. The agenda included information regarding the status and progress of SBE in the district, a mini-lesson on authentic assessments, and a brainstorming session for authentic assessment tasks related to each of the district standards.
- A community liaison was hired to work on an hourly basis. Through discussions with the district SBE coordinator and steering committee, and visits to other schools to learn of their progress in SBE implementation, she worked on building a foundation from which to speak to community groups. She collected a list of community agencies and organizations and made many community contacts in preparation for the business-education roundtable.

1997-1998

- The Standards and Assessment Steering Committee completed a first draft of a district SBE implementation plan addressing the eight Colorado education goals.
- District representatives participated in conferences and workshops related to standards and assessment, such as the State Standards and Assessment Conference in Breckenridge, an NWEA seminar on using test data to make instructional decisions, an NWEA Seminar on literacy standards

The Third Annual Business-Education Roundtable with approximately 95 participants was held in March 1998 for the purpose of discussing issues around standards-based education. The main focus was to solicit community input on possible interventions for students who do not achieve proficiency in content standards. A student roundtable on SBE included 60 participants from grades 5-12, with a teacher and parent representative at each table. Results of the student roundtable were shared with district staff, board of education, at the business-education roundtable, and in the local newspaper.

(establishing a body of evidence to determine grade level proficiencies), and *Partnerships*/Goals 2000 Networking Days. Information has been collected and shared with relevant groups in the district to form a foundation for the various district-wide plans that have been developed. These include the district comprehensive assessment plan, the district professional development plan, the SBE implementation plan, and the district literacy plan.

- The SBE Reach Team (peer coaches) networked during the year and several members received further training in standards, assessment, presentation skills, and Cognitive Coaching. Mentoring by coaches on developing SBE units and assessments has taken place at the building levels through release time.
- For two years the district was able to hire and utilize a community liaison for standards on an hourly basis. This parent/member of the community took part in various activities to become familiar with standards-based education and what the Cañon City Schools have been doing towards implementation. She then conducted presentations to 12 community groups in order to raise the awareness level of the community.
- Approximately 55% of the district K-12 staff have used release time to participate in cross-level classroom observations to become more familiar with the K-12 continuum of learning. This helps establish a foundation for developing and implementing content standards.
- As part of implementing a professional development plan that addresses individual learning styles of staff, a procedure was developed for allowing district employees to submit applications for individualized professional development projects. These can be submitted by an individual or a collaborative group to the district professional development committee, which reviews the proposal to see if it meets pre-established requirements. As incentives, those who are approved may request licensure credit, college graduate credit, or a stipend. Some outstanding products have been developed as a result of this opportunity.
- Since district educators are at many points on the continuum of implementing standards in their classrooms, the need for varied staff development opportunities has also been recognized through a smorgasbord menu of SBE workshops. An individual may select one, several, or the entire series of workshops that are available for licensure credit or college graduate credit. Workshop topics include an overview of SBE, curriculum alignment, designing SBE units, performance assessments, and aligning classroom assessments with standards. Workshops are taught by members of the district SBE Reach Team.
- A district committee of regular and special educators and paraprofessionals who created the Resource Bank for Accommodations and Modifications for Special Needs Students provided an inservice to all staffs and the board of education on accessing the Internet homepage for this resource.
- The district's K-6 summer school program was restructured to better address needs of students in meeting language arts and math standards and grade level proficiencies in literacy. The summer school program now takes place in tutorial or small group settings to address specific needs. Pre- and post-assessments are conducted to measure student growth; staff receive training in effective instructional strategies; and parents are provided incentives for attending several conferences and parent education sessions during the summer. Feedback has been extremely positive.

III. How Standards are Addressed

Each of Fremont Re-1's *Partnerships*/Goals 2000 proposals has focused entirely on steps to successfully develop and implement plans for standards-driven reform in our district. This is shown in the goals and accomplishments sections. Projects have addressed a majority of Colorado's education goals, specifically, standards, assessment, curriculum and instruction, staff development, partnerships, and accountability. Hopefully, how standards are addressed can be clearly noted throughout this report.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

1995-1996

Partnerships/Goals 2000 funds have made a tremendous impact on standards implementation in the district. Funds provided the resources for the accomplishments listed in this report. Resources included

stipends and release time for planning and committee work, conference fees and travel expenses, services to conduct the business-education roundtable, funding for presenters and consultants for standards and assessment development and implementation, project coordinators who worked on their off-duty time, development of the achievement level tests to align with standards, and release time for district staff to observe other levels within the district. Most of these worthwhile activities could not have been accomplished without *Partnerships*/Goals 2000 funding, and progress would not have been as great.

1996-1997

Partnerships/Goals 2000 funding has played an extremely important part during the past two years in the development and implementation of standards in Fremont Re-1. Gathering input from administration and the district's Standards and Assessment Steering Committee for the *Partnerships*/Goals 2000 grant proposals has helped focus what the essential components of the district standards implementation plan must be. Implementing *Partnerships*/Goals 2000 proposals has provided timelines to follow that have kept the district moving forward and continued to help its vision evolve. During the 1996-1997 school year, the areas of greatest impact from *Partnerships*/Goals 2000 funding were in promoting communication within the community; developing and beginning to implement a plan for assessing student progress toward standards; and offering relevant professional development to staff. Great impact also occurred through training a team of teacher coaches to be knowledgeable in the various skills/processes of standards implementation; having them work with colleagues; and providing the opportunities to attend conferences and workshops pertaining to standards and assessment, which provided a foundation to develop district plans and learn what resources are available. These activities to support district staff are expected to help the district document the ultimate desired result of increased student achievement.

Typical feedback from two of the most successful activities funded through *Partnerships*/Goals 2000, the business-education roundtable and the "Implementing SBE in the Classroom" class, were strong indicators of what we consider to be the wise use of *Partnerships*/Goals 2000 funds. Of the 93 participants in the March 1997 Business-Education Roundtable, all but three expressed an interest in attending future roundtable discussions. Evaluations on the activity included information on key learnings and how participants would like the school district and the community to follow up. Overall, both business people and educators expressed positive feedback about the efforts being made by the Cañon City Schools. Key learnings from the SBE workshop included the importance of looking at the standard first and then using content/curriculum to meet that, the importance of [considering] learning styles, and that proficiency of standards is shown when students demonstrate what they know and are able to do. In regard to the impact on student learning, one teacher commented that, *"To children, clear cut goals and learning direction must be a huge factor. Taking away the 'mystery' of learning allows us all to move toward common goals."* What participants had to say about these projects is evidence that we are communicating, collaborating, sharing, teaching, learning, and making great strides on the continuum to implementing standards in order to maximize student achievement.

1997-1998

Impact of Professional Development Activities

To demonstrate evidence of the impact from this past year's *Partnerships*/Goals 2000 projects, average evaluation results are provided for certain professional development activities. On a scale of 0 - 5, with five being the highest, participants were asked to rate the degree of impact of the various projects.

Standards and Assessment Steering Committee Work Sessions

Statement	Average Participant Rating
time to work on *Partnerships*/Goals 2000 projects impacted effective project development and completion	4.4
time invested in serving on the Standards and Assessment Steering Committee	4.1
developing a district comprehensive assessment plan	4.3

developing a district professional development plan	4.3
developing an SBE implementation plan	4.0
planning and conducting business-education roundtables	3.2
planning and conducting a student roundtable	4.0

Impact of SBE Workshops for SBE Reach Team and Staff
During the summer of 1998, teacher coaches in standards and assessment (SBE Reach Team) presented various SBE workshops to district staff, allowing teachers to meet their individual levels of expertise. Evaluations from workshop participants were extremely positive.

Workshop on Aligning Curriculum with Standards
The impact from this workshop was that teachers had an opportunity to align their classroom curriculum in one content area with district standards and benchmarks. In the words of one teacher, *"I cannot stress enough to teachers that they can save themselves so much work if they will do those alignments very first of all. It also gives them validation as teachers since they know their lesson plans well and don't have to reinvent the wheel."*

Attending Standards and Assessment Workshops/Conferences Outside the District
Staff commented very positively on the impact other training opportunities had on them as educators. In terms of their resulting understanding and implementation of standards-based education, the average rating was 4.5, with five being the highest possible score. Staff also generally felt that it was worthwhile to continue sending other district staff to the standards and assessment workshop/conference and to others of a similar nature. One teacher commented, *"I gained such a clear understanding of where standards can take us,"* while another noted that, *"Sometimes we learn how good we are, and sometimes we learn how far we have to go! But the key is we ALWAYS learn!"* A particularly helpful component was cognitive coaching, of which one teacher said, *"I use [it] on a daily basis. It has impacted the way I listen and talk to others both home and school. It truly is a way of helping others to make better decisions about teaching."* A third teacher felt that, *"The most meaningful learning for me was the self-assessment tool we completed on the state goals and their implementation in our district. Designating our district's stage of implementation helped us identify 'action plans' for further progress."*

> *"I really appreciate the opportunity to take these classes; they have all been helpful and good. Thank you for writing the grants so that there is money available for training and support work."*
> teacher, commenting on value of training

Mentoring by an Experienced Teacher

Statement	Average Participant Rating
impact of working with a mentor teacher on your professional growth	4.0
impact on you in understanding/implementing standards-based education	2.5
impact on student learning in your classroom	4.0
continuing work done with mentor teacher on your own	4.0
worthwhile to continue release time to work with teacher mentors	5.0

Impact of Student Roundtable in December 1997
What began by including a few student representatives in the 1996-1997 Business-Education Roundtable led to the concept of having a student roundtable to discuss issues around standards and assessment. It was clear to us that we could do much more to include our students in this major reform effort. Under the guidance of two teacher advisors, the Student Council at Cañon City High School planned and conducted

the district's first student roundtable in December 1997. The student co-chairs' letter to participants stated the purpose was to "to provide a forum for students in Re-1 to express their beliefs regarding education and to give their input into the direction Re-1 should take with standards and assessments. Approximately 60 participants from grades 5-12 were mixed for discussion purposes, with a teacher and parent representative at each table. Students trained in facilitating skills led table discussions on the following topics, which they generated:

- What kinds of assessments best show your learning?
- What is the best kind of help for you when you need to improve your learning?
- When you are not as successful as you would like to be, what would make you work harder to be more successful in school?
- What is education doing for you now that works or is effective?
- What parts of school feel like a roadblock to your learning?

Responses were recorded, compiled, and shared with various district personnel, including the board of education, and the media. Common threads identified from table discussions included support of existing enrichment opportunities and desire for more; the need to have teachers and administrators deal more effectively with disruptive students who present a roadblock to others' learning; a belief that students need to be held accountable for their own learning; and a need for a variety of assessments, including hands-on projects.

Impact of Business-Education Roundtable in March 1998

Between 85-90 community, business, government, and education representatives participated in a third dinner and roundtable discussion. After a progress report from the district regarding standards and assessments, the Colorado Student Assessment Program (CSAP), and Student Roundtable, participants contributed feedback regarding the following topics:

- summer school requirement for students not meeting academic standards
- remediation outside the regular academic hours
- differentiated diplomas for students meeting and not meeting high school proficiencies
- students who interfere with the learning of others
- alternative school schedule/calendar that promotes student success in meeting standards

As a result of the roundtable, 11% of participants reported that their understanding of standards-based education increased significantly. Forty-four percent reported a moderate increase in understanding, while 24% felt their SBE knowledge increased somewhat. Twenty-one percent said their knowledge stayed the same, which was not surprising, since the SBE update was not new for the educators present at the roundtable. One participant commented, *"Keep up the good work. Let's have more of these roundtables."*

To help people in this community understand the impact of standards-based education, participants were asked to indicate with how many other people they were willing to share information from this roundtable. Responses indicated the potential of 318 to 450 additional community members receiving information about the roundtable content.

Impact of Having a Community Liaison for Standards-Based Education

The community liaison contacted between 20-30 community organizations and actually met with 12 to present information and listen to input about standards-based education. As a result of this *Partnerships*/Goals 2000 community outreach project, approximately 200 additional community members have a increased awareness of the district's efforts in developing and implementing academic content standards to increase student achievement and meet community needs.

V. Dissemination

Work done through *Partnerships*/Goals 2000 has been shared with the Cañon City community through:

- monthly issues of *Rapport*, the local education segment of the *Cañon City Daily Record*
- annual segments of a talk show on KRLN, the local radio station

- annual business-education roundtables, each attended by 87-100 representatives from community businesses, government, and education; in addition, participants indicated they would share information with anywhere from 344-476 others
- presentations to 12 community organizations by a community liaison for standards
- annual district accountability reports
- reports to the district accountability/advisory committee

District representatives have consciously made efforts to disseminate information and results of projects with other educators in the state. Sharing has been done through the following venues:

- Pikes Peak Standards and Assessment Consortium (13 participating districts)
- *Partnerships*/Goals 2000 Networking Days
- breakout session at 1998 State Standards and Assessment Conference in Breckenridge
- Western Slope Assessment Workshop (approximately 10 districts in attendance)
- Standards Implementation Advisory Panel

Fremont Re-1 has completed several products and processes that are available for sharing:

- comprehensive assessment plan
- professional development plan
- standards implementation plan
- organizing and conducting roundtable discussions (for various stakeholder groups)
- Resource Bank of Accommodations and Modifications for Special Needs Students

VI. Lessons Learned/Continuous Improvement

Paramount to the lessons learned through the district's *Partnerships*/Goals 2000 projects has been the formation of a Standards and Assessment Steering Committee with representation from each school—teachers, administrators, central office, and community members. The group provides district leadership in standards reform and has monthly meetings to plan, monitor, and evaluate projects and programs. In addition, the group has work sessions during the year and summers to develop larger projects.

Another lesson learned has been to have ongoing communication with district staff so that, when plans are developed and evaluated, input and feedback are continuously gathered and considered.

In implementing standards, we have found that our educators want to have clear expectations from administration.

Fremont School District Re-2/BOCES

Weaving Together Effective Literacy Components for Success

1997-1998 Grant, Year 1 Progress

$78,481

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Linda Keener; Principal; Fremont School District Re-2/BOCES; 500 W. 5th Street; Florence, CO 81226; 719-784-6303

I. Broad Goals

- Establish and maintain clear language arts standards for what students must know and be able to do.
- Implement language arts assessments that ensure those students are meeting high academic standards.
- Align language arts curriculum and instruction to standards and assessments.
- Prepare and support educators to enable students to reach high literacy standards.
- Promote partnerships to support children and schools.
- Share responsibility for ensuring that children are literate, and be accountable for results.

II. Accomplishments

- Developed clear standards for reading and writing at each grade level (K-5) and aligned our language arts curriculum to Colorado Model Content Standards.
- Began implementation of reading assessments to monitor individual student achievement (includes observation survey for K-1, QRI II, running records, Terra Nova for grade 3).
- Established a literacy resource room of leveled reading materials from various genres in all content areas.
- Established a primary library with expanded K-5 library resources and a publishing center.
- All of our K-5 teaching faculty, special education aides, and Title I aides attended the "Literacy Learning In The Classroom" Summer Institute (a four-day training course by The Learning Network). Principal Linda Keener commented, *"What teachers know and can do makes the critical difference in what and how well children learn."*
- Two Teacher Leaders were identified and received intensive training during the 1997-1998 school year by a program coordinator from The Learning Network.
- Beginning this fall (1998), the two Teacher Leaders are providing peer coaching through observations and instructional dialogue with 83% of our K-5 teachers. Our literacy aides participate in ongoing training (meeting at least every two weeks).
- All faculty members participate in weekly support and dialogue sessions to develop their understanding of the components of the reading and writing processes, student assessments, and conditions for learning.

> *"I have appreciated having Teacher Leaders. It has made me focus on one part of my teaching and really refine it. I appreciate the one-on-one dialogue and the extra "eyes" (and hands) in the classroom. I know I am becoming a better teacher because of this literacy training. Having a Teacher Leader to meet with and make goals weekly has made me more accountable."*
>
> Debbie Wolfe and Mary Chamberlain, teachers

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- Each classroom teacher received an hour of classroom support from a special education or Title I teacher during literacy block. This year classroom teachers receive 1.5 hours of support by a literacy aide.
- **Parent and community members contributed 266 hours of volunteer tutoring over an eight-month period.**
- We completed a year-long planning, application, and approval process to become a schoolwide Title I school, with The Learning Network staff development model as the vehicle for improving student literacy achievement. We have a common vision.
- Purchased SPSS data program to track student achievement.

III. How Standards Are Addressed

Our project focused on literacy. Colorado language arts state standards were broken down into essential skills and proficiency levels for each grade level. We have also started the process of identifying and piloting assessments to measure student attainment of these specific skills.

> *"I like the direction our school is going."*
>
> Jan Buderus, parent

The focus of The Learning Network, a staff development model now embedded within the culture of our school, is the teaching and learning cycle. Assessment and evaluation of student work is the first priority of the Teaching--Learning Cycle. Teachers are learning to evaluate student running records, individual reading inventories, and student writings to plan and use specific instructional resources and approaches to target student needs. The intent is to improve teacher instruction and student learning so that acceleration can take place. We expect to see continuous improvement in student achievement in reading and writing **over time**, as we feel the full benefits of the balanced literacy model. This is not a "quick fix," but a major reform effort designed to improve teaching practice.

This grant paved the way for Fremont School to become a schoolwide Title I school. All of the components of this grant are incorporated into our schoolwide Title I plan which links to the district achievement goals and will eventually link to state accreditation.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The greatest immediate and long-range benefit is to our faculty who have all received the initial training by The Learning Network through the summer institute and who are currently receiving intensive training from our two Teacher Leaders (who were trained intensively over the last year). This embedded staff development is best evidenced in the weekly faculty dialogue sessions and through the individual professional growth that occurs as teaching practice reflects new understandings. The impact of improving teaching skills will become most evident through improved student achievement.

> Since only the two Teacher Leaders received intensive training last year, the data to look at for impact on student achievement is within the two classrooms where these Teacher Leaders practiced. Out of 33 kindergarten students in The Learning Network kindergarten classroom (data combined morning and afternoon sessions) only four students (12%) scored below the cut-off score which is used on the emergent literacy assessment to indicate likely success in first grade. By comparison, prior to the training these teachers received, 71% of our kindergarten students scored below the cut-off score (in the spring of 1996 and again in the spring of 1997). This gain is significant, and we hope is an early indicator of the potential for this reform effort schoolwide.

In the third grade Learning Network classroom where the second Teacher Leader practiced, the school summary of the Terra Nova indicates a higher median national percentile on the reading composite (score of 46.3) than in the other three third grade classrooms, which had not yet implemented the developing changes and whose results ranged from 25.0–27.0.

A definite benefit to our faculty, students, and parents is the large resource room of quality literature for guided and shared reading instruction and independent reading practice. All of the resources in this room were purchased through this grant to ensure that adequate resources across all content areas would be the foundations for our reading program.

The new primary library, with its expanded collection of quality resources for students in grades K-3, has become the favorite room in our school for both students and parents. The publishing center and reading tutor program that evolved throughout the year have brought parent support for literacy back into our school.

V. Dissemination

The past year was spent gathering resources and preparing staff for implementation of The Learning Network, a staff development model that will improve literacy instruction and student achievement in reading, writing, and spelling. We have verbally shared what we are doing with Fremont Re-1 School District personnel (Cañon City) and Build a Generation (a collaborative group of 33 members who represent nine community service agencies). We keep our parents and community updated through newsletters and reports at accountability and school board meetings. The local newspaper did a two-part story about our school's literacy focus and support from The Learning Network.

Plans for future dissemination:

- In the spring of this year, as teachers become more at ease with the implementation of this model, we will make a video about the Teaching-Learning Cycle and best practices learned through The Learning Network staff development. The video will be available, for free, to the Standards and Assessments Resource Bank, and available for $10.00 each to schools which request it in the spring of 1999. The video will be used to inform and orient our parents and community to this literacy model during presentations in the spring and fall of 1999.
- We will have a team of teachers available for phone conferences from interested schools or teacher teams the first Friday of each month (beginning with the 1999-2000 school year).
- Fremont School will be available as a Learning Network site for visitation on the last Wednesday of each month.
- A database of our leveled reading resources will be available to other schools in fall 1999.

VI. Lessons Learned/Continuous Improvement

Two significant lessons have been learned up to this stage. The first is that comprehensive reform takes years. Timelines of "ambitious" grants need to be flexible in order to go at the learning pace of the staff. Building the understanding of the staff and parents must be the top priority in order to move forward.

The second lesson learned coincides with the first. It is the importance of sharing the "big picture" or vision. It's easy to concentrate on the "activities" that are outlined in the grant. Helping everyone see the interconnection of the grant activities (that is, how they will lead us to compliance with the Colorado Literacy Act; help us align language arts curriculum to state standards; and lead to higher student achievement in reading, writing, and spelling) is critical to reform.

Regular review is informal at this stage of reform and occurs through dialogue with grade-level teams and discussion at faculty and accountability meetings. As we develop a body of evidence for the Colorado Literacy Act and have more assessment data over time, we will do reviews based on student achievement.

Informal reviews have already led to the following:

- re-leveling of some reading materials
- the placement of an aide instead of a special education or Title I teacher in each K-4 classroom for a one and a half hour literacy block
- a change from peer coaching to observations of the two Teacher Leaders during their training by The Learning Network program coordinator (This was due to our inability to obtain substitute teachers and the early high stress level of our staff.)

- a decision not to hire a mentor coordinator (This was due to our inability to find enough mentors with the needed qualifications, and a decision to shift to tutoring instead of mentoring because of the better response of volunteers.)

Next steps revolve around the ongoing refinement of the language arts curriculum; the development of individual literacy plans that correlate to the curriculum and state proficiencies; the inputting of assessment data on the SPSS data program so we can closely track individual and grade-level student achievement; the development of a user-friendly database for our resource room of leveled reading materials; and the filling of the gaps that may occur in reading materials at specific levels or about specific concepts in content areas. After our staff becomes proficient in improving student achievement in reading, writing, and spelling, we will apply the same best practices learned through The Learning Network to the area of math.

The grant efforts that were begun during the 1997-1998 school year will be sustained through our schoolwide Title I plan which now includes all of the components and activities of this *Partnerships*/Goals 2000 grant. The very process of schoolwide Title I leads to continuous improvement as we re-evaluate student needs, monitor student achievement, and plan accordingly.

Gilpin County School District Re-1
Help One Student to Succeed (HOSTS)
1997-1998 Grant, Year 1 Progress
$47,541

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Cecilia F. Kelsey; Curriculum Director; Gilpin County School District RE-1; 10595 Highway 119; Black Hawk, CO 80403; (voice) 303-582-3444 ext. 312; (fax) 303-582-3346

I. Broad Goals

- Staff will provide a fresh approach to reading instruction to cut down on the number of repeat students in the Title I program.
- Community and student mentors will work with Title I students.
- Staff will obtain prescriptions through the use of diagnostic measurement tools, such as the Standardized Test for the Assessment of Reading (STAR) and the Reading Objective Inventory (ROI), a diagnostic reading skills assessment.
- Staff will develop computer-generated individualized learning plans.

The project is working toward the Colorado's educational goals in the following ways:

- **Standards**—The HOSTS (Help One Student to Succeed) program is correlated to the state standards. The program provides a clear description and prescription for what is expected of the students.
- **Assessments**—Students are provided with personalized learning plans by the Title I (HOSTS) teacher. These individualized learning plans are taught one-on-one by trained positive role models (mentors) from our school or community.
- **Alignment**—The curriculum, assessment and instruction in HOSTS were designed to reflect the standards in the classroom.
- **Professional Development**—Teachers are instructed on the use of the database so that they can use the prescriptions with all children, from those in need of extra assistance to those who are moving ahead of the class.
- **Partnerships**—HOSTS matches students with trained parent, business, and community volunteer mentors who work to strengthen students' reading, writing, vocabulary development, study skills, and higher order thinking skills.
- **Accountability**—The program is evaluated on an ongoing basis. Results are included in the Title I evaluation, local newspapers, and parent newsletters.

II. Accomplishments

- Instructional reading level gains for a six-month period showed a 1.32 reading level increase.
- The Title I teacher is capable of serving more students due to some exiting that allows new students to enter. The exit rate was 33% of the total students served.
- Increased community involvement occurred in the school through the use of mentors. Fifty-eight citizens acted as mentors; one-third of these were students, one-third staff members, and one-third community members.

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- This project made staff aware of additional services provided through HOSTS, i.e. gifted and talented opportunities, regular education that included group prescriptions for use in classroom, and special education prescriptions.
- Gilpin County School District received regional and national recognition from HOSTS Corporation.

III. How Standards are Addressed

The HOSTS program is correlated to the state standards. HOSTS will help to meet the requirements of Basic Literacy Act by developing Individual Literacy Plans. Through the use of HOSTS prescriptions the district is capable of meeting these requirements. The goal of the district is to meet or exceed the Colorado Model Content Standards, and HOSTS can provide materials and database access to correlate the learning plan to the standards. This will include all levels of students, not just those who qualify for Title I services.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The 1997-1998 school year HOSTS (Help One Student to Succeed) program had a very successful first year.

Because HOSTS is a program of acceleration, other staff members were able to use the resources provided by the HOSTS database and HOSTS materials. HOSTS was able to provide prescriptions for individual learning plans to our special education teacher. HOSTS was also able to help the regular classroom teachers to identify students who were reading at accelerated rates. HOSTS could help those teachers with accelerated or gifted students by providing them with a method to develop prescriptions so that the gifted student(s) could continue to work at an accelerated pace using the individualized plans developed through the HOSTS database. Regular classroom teachers also had the opportunity to make prescriptions to reinforce or reteach particular skills or objectives for their entire class as a group if they so desired, or for just a few, or even for one student.

HOSTS was able to serve more students in the program because several students exited the program after having attained their instructional grade level in reading. This allowed for several new students to join and participate in the program. Overall, the HOSTS program had targeted 20 to 25 students, but was able to serve 30 students. Once students exited the program, they were eligible to serve as mentors to other students.

The HOSTS program had a high level of accountability with regularly scheduled assessments and a computerized record of evaluation and mastery of skills. This was very important in presenting student data to parents, teachers, administration, the community, Title I, and the *Partnerships*/Goals 2000 Grant program. The HOSTS program also contained pre- and post-survey materials to determine the effectiveness of the program. The surveys allowed the HOSTS program to measure student self-esteem and student reading attitude and behavior. The HOSTS program Reading Objective Inventory (ROI) enabled the HOSTS teacher to determine exactly which skills a student had attained and which skills a student needed to improve. Both the skills mastered and the skills that needed to be learned were entered into the HOSTS database, and a long-range plan was recorded. This plan was a running record of when skills were attained and when other skills were scheduled to be taught. This allowed parents and teachers to know exactly what skills a student already knew, or had accomplished, and which skills were being worked on. From this plan an individual student prescription could be made, and from that prescription a lesson plan could be developed for the student's mentor to use with the student. In this way, students did not have to learn skills they had already mastered. They were able to concentrate on only those skills that they needed help with, and they received that help on a one-on-one basis with their mentors.

The benefits to the community and school were the development of a partnership. As more community members volunteered their services to the HOSTS students, our students gained the skills and self-confidence to become better readers and more effective students in the regular classroom. Our

community members began to develop a stronger bond to the school and their student(s), and they developed a greater sense of awareness of the needs of the school and the students; their own self-esteem improved from having made a difference in the life of a child.

Overall, the HOSTS program had 58 mentors either as regular or substitute mentors. The board of education had a team of mentors who sponsored a student. Mentors' professions included professor, realtor, small business owner, casino worker, bus driver, cook, teachers, and a group from "Friends of the Library." As you can see, our students were exposed to a variety of occupational backgrounds. Over the long term this will undoubtedly improve education in our district.

According to the *Partnerships*/Goals 2000 project plan, emphasis was placed on students in grades 1-3 who were identified through teacher recommendation, ITBS test scores, and an informal reading assessment (STAR-Standardized Test for the Assessment of Reading), as having a need for additional reinforcement or reteaching in the area of reading. However, the HOSTS program was able to serve beyond the third grade.

Results from the HOSTS program indicated that over the course of six months, 11 students out of 30 graduated from the HOSTS program after meeting with a mentor for 45 minutes three times a week. Overall, the average student gain for the six-month period was 1.32 reading levels (which are equivalent with grade levels in this rating system). Three students achieved three reading level gains in six months. Five students attained two reading level increases in six months. Tracking of the average gain for non-HOSTS students is not available at present but has begun for the 1998-1999 school year.

V. Dissemination

At the end of the 1997-1998 school year the HOSTS students and mentors went together on an end-of-the-year field trip to the Denver Zoo where they participated in a "reading scavenger hunt." Together the students and mentors had to read clues and then try to find animals that matched those clues by reading the information facts about the animals they saw at the zoo. This story and other information were given as news releases in parent bulletins, local newspapers, board of education meetings, and accountability meetings.

In August 1998 Gilpin County School District Re-1 was notified of its designation as a National Exemplary HOSTS Program based on data about students' progress from the 1997-1998 school year. This designation usually takes two to three years for a HOSTS program to achieve, but we were able to achieve this designation in our first year.

The students, mentors, parents, community and other interested staff and family members attended the end-of-the-year HOSTS Awards Ceremony. During the ceremony students were recognized for their participation and achievements, mentors were recognized for their efforts, and parents and the community were all brought together to share in the successes of the HOSTS program during that year. It was also noted by Superintendent Dan Mangelsdorf that the Gilpin County Re-1 School District had received recognition as Exemplary HOSTS program based on an April site visit. This allowed the Gilpin HOSTS program to apply for national HOSTS school recognition.

Products, processes, models that we would be willing to share include:

- the entire HOSTS package, which also includes math prescriptions;
- HOSTS database setup, long-range plans, prescriptions, individualized lesson plans, and student folders; and
- the HOSTS classroom and observation of mentors and students at work.

VI. Lessons Learned/Continuous Improvement

From this program we have reaffirmed that students progress much more quickly when they are seen and treated as individuals. We have learned that not all students have the same needs or learning styles. Many students may fall behind for one reason or another. Through the use of caring mentors and one-on-one attention to his or her needs, students are able to succeed where they were unable to succeed before. The repetition of students in a Title I program is greatly minimized due to students reaching their goal of reading at their instructional reading level and moving back into their regular reading program full time. This also allows us to serve more students. Previously, many of these students would fall through the cracks because they may not have been given the opportunity to qualify for remedial services through any other program. Additionally, limited program space may have prevented them from being able to participate. Through HOSTS accelerated program more students are served, and students from a variety of ranges and placement settings—from special education to gifted education, and special classrooms to the regular education setting—may take advantage of the opportunities that the HOSTS program and database can provide.

What was the best thing about the HOSTS mentoring program?

"*I feel like I'm giving back to the community while helping others.*"
Pamela Hubred, mentor

"*Seeing students get back to [a higher] reading level.*"
Jim Peyrouse, mentor

Through continuous evaluation and adjustment throughout the 1997-1998 school year, and by feedback from mentor surveys, the HOSTS program has made several changes. We moved the HOSTS program from a hallway setting to an available classroom, streamlined our HOSTS student folders and lesson plans to make them easier for the mentors to understand, added more training sessions for our HOSTS mentors, and made the HOSTS program a board-of-education-approved elective class or service credit for our high school mentors. We are also trying to add a RIF (Reading Is Fundamental) program to our HOSTS program and attempt to get more parent involvement through parent partnership workshops.

We will try to involve our middle school teachers in understanding and utilizing prescriptions for their students so that our middle school students will be able to take advantage of the HOSTS program. Through the use of our mentors, we are fortunate to be able to get constant feedback on how the program is progressing. We are also able to share this information with our staff. Our mentors benefit, as does the community, because they are more in touch with the needs of the students and the school.

Changes we would like to see in the future include the passage of a bond which we hope would insure that enough classrooms would be built so that the HOSTS program would not have to return to a hallway setting, which we found to be distracting to the students. Through our mentors' first-hand observation of this need, we feel the likelihood of the bond's passage to be favorable. We would also like to find another room for our middle and high school students to use and be served by the HOSTS program so that age differences and peer-associated differences will not present a problem in meeting the needs of all students.

Gunnison Re-1J
Western State College
CONNECT Partnership
Dinosaur Education Project
1995-1996 Grant, Year 3 Progress
$40,000
1996-1997 Grant, Year 2 Progress
$39,120

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Bill Chambliss; Director of Curriculum and Assessment; Gunnison Re-1J School District; 800 North Boulevard ; Gunnison, CO 81230; (voice) 970-641-7777

I. Broad Goals

- To develop model SBE science curriculum and assessments for K-12 students using dinosaurs as the content focus.
- To involve students in doing science by participating in real lab and field activities associated with the Western State College dinosaur excavation project.
- To expand the connection between the Gunnison School District and the Western State College Teacher Education Program.
- To provide professional development for K-12 teachers in standards implementation, assessment practice, and curriculum alignment.

II. Accomplishments

- Seven SBE training workshops were held during 1997-1998 year using *Partnerships*/Goals 2000 Dinosaur Science Curriculum activities. Seventy-two educators from 12 different government agencies attended the workshops, which were sponsored by Grand Valley Earth Coalition and Colorado Environmental Education Consortium.
- A workshop for 35 participants using *Partnerships*/Goals 2000 Dinosaur Science Curriculum was held at the Geological Society of America Conference in Salt Lake City, Utah in October, 1997.
- Workshop for 42 participants using *Partnerships*/Goals 2000 Dinosaur Science curriculum was held at Southwest Paleontological Symposium in Tucson, Arizona in November 1997.
- Staff were involved in a national workshop for 45 teachers and a televised panel discussion using *Partnerships*/Goals 2000 Dinosaur Science Curriculum at Dinofest International Symposium in Philadelphia, Pennsylvania in April 1998.
- The *Partnerships*/Goals 2000 Dinosaur Science Curriculum was presented in a graduate class for teachers sponsored by Museum of Western Colorado and Colorado School of Mines in June 1998.
- Continued use of the *Partnerships*/Goals 2000 Dinosaur Science Curriculum by Re-1J teachers throughout the school district demonstrated the strength of the program in cultivating and maintaining student interest and achievement.
- Our district also supported implementation of a key teacher education component, with Re-1J teachers and WSC education professors providing integrated classroom experience for WSC education students as part of their academic training.

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III. How Standards are Addressed

Standards are a way of life in the Re-1J Gunnison School District. The Dinosaur Science Curriculum, developed with *Partnerships*/Goals 2000 funds, supports the Colorado Model Content Standards and models inquiry instruction, embedded assessments, and alternative learning. As a result of the partnership between WSC and the Gunnison School District, we have a strong, standards-based dinosaur curriculum which is in use at the classroom instructional and higher education pre-service levels.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Students in the Gunnison area still identify with Morris the Saurus as a meaningful application of science in their own lives. Teachers use the curriculum model in classes to augment science study.

Educators who have attended state and national workshops using the *Partnerships*/Goals 2000 Dinosaur Science Curriculum have commented on the strength of the science content and its use as a model for developing other standards-based lessons and assessments.

V. Dissemination

Evaluation of the project through participant surveys indicates success in generating support for standards implementation and application of various assessment tools across all grade levels.

Project materials are still available at the University of California at Berkeley Museum of Paleontology website. Plans for adding these materials to the new Dinofest Website are underway.

VI. Lessons Learned/Continuous Improvement

As the initiators of this project have moved away from the Gunnison School District to widen their spheres of influence in promoting standards-based education and assessment, what remains is the dinosaur science curriculum still used by teachers and the legacy of Morris the Saurus as a hometown project. The curriculum continues to be updated and added to by the writer, Jo Wixom, with plans to incorporate aspects of the project into museum curricula wherever she works. The Dinosaur Education Project continues to promote high student achievement, especially in regard to science standards, as well as cultivating ongoing parent and community involvement with our students.

Harrison School District #2
Chamberlin Elementary School
Literacy Achievement
1997-1998 Grant, Year 1 Progress
$77,588

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Mrs. Sal Turner; Chamberlin Elementary, Harrison School District #2; 2400 Slater Avenue; Colorado Springs, CO 80906; (voice) 719-579-2160

I. Broad Goals

- Provide early and intense intervention.
- Implement a school development program.
- Implement schoolwide Title I.
- Develop a resource room.
- Align curriculum and instruction to standards and assessments.

II. Accomplishments

- Teacher Leaders and an administrator attended the Literacy Learning in the Classroom Institute during summer 1997.
- All teachers visited Turman and/or Mountainside Elementaries to see the Teacher Leaders and The Learning Network in action.
- A mind-set change to standards-based instruction was demonstrated by instruction and dialogue and by use by all teachers of state model lesson plans incorporating standards-based instruction. (These were displayed on the classroom doors.)
  In addition, each staff member made a curriculum plan for science or social studies, incorporating the standards.
- Classes were held for parents on standards, rubrics, and conferences.
- There was reading of research and dialoguing by staff regarding the Teaching-Learning Cycle, Brian Cambourne's Conditions for Learning, and reading and writing processes.
- One teacher leader worked on a district committee aligning the state standards, district benchmarks, and The Learning Network mechanisms, and provided staff development.
- The Learning Network program coordinator supported our efforts by providing ongoing assessment in reading, ongoing staff development to Teacher Leaders and administrator, and staff development for our entire whole staff on resource room how-to's.
- Collected, catalogued, alphabetized, sorted, discarded, and grouped multiple copies of all books in Chamberlin.
- Began the process of leveling library books.
- Sent whole staff, including teachers, para-professionals, librarian, special education staff, parents, and a school board member to the Literacy Learning in the Classroom Institute during the summer of 1998.
- Four staff members attended the National Multiage Conference in Cincinnati, Ohio.
- Three staff members attended MAIN (Multi-Age Inclusion Network) Conference in Denver.
- Teacher Leaders and administrator attended The Learning Network Leadership Seminar in Aurora, Colorado and The Learning Network Conference in Denver.

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- Purchased many new books for the resource room and materials to help teachers facilitate new learning, including chart tablets, monitoring notebooks, tools for study, and draft books for students and the following resource books for teachers: Cambourne's *The Whole Story*, *Dancing with the Pen*, Marie Clay's *Observation Survey*, Buchanan's *Spelling for the Whole Language Classroom*, and *Reading To, With, and By*.
- We also purchased professional books for the resource room: *Inside Learning Network Schools*, *Reading in Junior Classes*, *Reading for Life*, *Mosaic of Thought*, *Coping with Chaos*, *SPEL is a 4-Letter Word*, *What did I Write* by Marie Clay, and *Writing Begins at Home*.

III. How Standards Are Addressed

Workshops which explained the state standards, our district standards, and how the two are aligned were scheduled and given to parents. Twenty parents and teachers attended this workshop.

Workshops were presented on how to write lesson plans around the standards and how to incorporate them into lessons, using the state lesson plan model. This lesson plan format was used four times during the year. It was hung in the hall so that parents, students, teachers, and our principal can read them and be consistently reminded of our focus.

Parents and students became familiar with the standards. The ease with which the parents understood what was said during the institute was evidence that these workshops helped them to become familiar with the vocabulary.

At the end of the year, teachers wrote out a plan using the state social studies or science standards. This plan was to begin in the fall.

A district committee aligned the district benchmarks with the state standards. Our Teacher Leaders then showed the teachers how The Learning Network mechanisms fit into these standards, demonstrating that the standards are not just extra work, but the heart of what we do. This helped to ease teachers' minds.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Because the Parents As Teachers (PAT) group did not receive grant monies, they were not able to train more people to become Parent Educators. However, our one PAT Parent Educator did work with five children, from birth to five years old. She will continue to work with the sibling of one of her students and will begin to work with three new students this month. Unfortunately, the other four Parent Educators have moved out of the area or have decided to go back to work.

In addition to these home visits, four group meetings were scheduled where parents and children came together to make or learn something new. Parents and children were invited from the Headstart classes, kindergarten classes, and current PAT clients. The more popular group meetings addressed music, make-and-take games, and nutrition. These workshops brought in, on the average, twenty-five parents.

Our Jumpstart program did not have many "takers" this year. We only had seven pre-kindergartners enrolled. To continue this next year, we will need to increase enrollment. We've never had a Kindergarten Roundup. Having one in the spring and registering students for Jumpstart then may help increase enrollment. This is one avenue we will investigate for next summer.

In the summer of 1997, two Teacher Leaders and one administrator visited neighboring Learning Network Schools, Turman and Mountainside Elementaries, to see what The Learning Network looked like. We were very impressed at the consistency of instruction throughout the building in the teaching of literacy. Then, these same three people attended the Literacy Learning in the Classroom Institute, a four-day workshop sponsored by Richard C. Owens Publishers. This institute examines the Literacy Learning Model, which has its roots in New Zealand. This model consists of the four key elements of the Teaching-Learning Cycle—assessment, evaluation, planning, and teaching—supported by an understanding of the reading process, the writing process, and Cambourne's Conditions for Learning.

During the first year of the grant these two Teacher Leaders and the school administrator were supported and guided by a program coordinator. The Teacher Leaders put theory into practice in their own classrooms or into a classroom they were connected with daily.

One of our Teacher Leaders teaches fourth grade. Last year her ITBS class average in reading was at the 19th percentile; this year her ITBS average was at the 39th percentile. This sizable improvement was due to her new understandings of the reading and writing processes, the Teaching-Learning Cycle, and the Conditions for Learning. If this trend continues throughout the second year of The Learning Network, our ITBS scores will steadily improve.

The three key principles followed were: one, the needs of students are paramount; two, effective teachers are skillful teachers; and three, change takes time. Our teachers only want to get better. Our focused observations and dialogues were always opened to the rest of the staff. We needed to keep everything open, not secretive. These observations and dialogues led to personal understandings of why we were doing what we were doing. These reflective dialogues only made the teachers better teachers.

The *Partnerships*/Goals 2000 monies have made it possible for us to obtain some materials and supplies to facilitate teachers' new learning. We have also begun to develop a resource room of leveled books where teachers can go to get resources to help them in their instruction of students. The staff met during the summer to sort and catalogue all the books gathered from all of the classrooms. We are in the final stages of leveling, labeling, and grouping these books. We have rearranged the library so that the resource room will be readily available to teachers. Since teachers had input into what books were put in the resource room they are very anxious to begin using it.

Evaluation of The Learning Network is ongoing and immediate. During the first year, the Teacher Leaders work with a program coordinator who mentors, monitors, and observes them teaching a class, gives immediate feedback using the Teaching-Learning Cycle, and helps them plan for the next step. She is here at Chamberlin once a month to do this. The administrators and Teacher Leaders from our cluster schools also meet once a month in a FOCUS meeting.

Teacher Leaders, in the second year, use what they have learned to mentor, guide, and observe the next group of teachers who have gone to the institute. The program coordinator now evaluates the Teacher Leaders in their new role and gives immediate feedback on their new skills of evaluation and observation. The teacher leader meetings and dialogue sessions continue.

The two Teacher Leaders grow in their skillfulness of observation, evaluation, and instruction. Their new learning and understandings of the processes are clearly demonstrated in their interaction with each other and the other teachers.

"This is the most giving school that I've ever walked into. When you walk into the school you feel the warmth, the respect, and the love from the staff and the administration for the outsiders and the children in the school."

Chamberlin Elementary patron

Parents have become more involved in the school because they were involved in The Learning Network Institute. They are on the "same page" as everyone else.

V. Dissemination

- End-of-the-year report created through Richard C. Owens Publishers, Inc. This report was shared with all other program coordinators throughout the nation. It was also shared at The Learning Network Conference in Denver.
- Analysis of special education and Title I enrollment data. At the conclusion of this school year there was an 18% decrease in students qualifying for special education placement.
- Analysis of Title I eligibility data. This information will continue to be studied for trends in pre- and post-Learning Network achievement.

- Parents As Teachers National Evaluation. Each child in the PAT program was screened using the Denver II Developmental Screening providing guidance for program delivery. Chamberlin's Parents as Teachers program is evaluated by the Parents as Teachers National Center to ensure quality control.
- Chamberlin's Building Advisory Committee serves as the final voice in the evaluation process. This group is made up of a broad base of representative stakeholders and meets regularly to review school achievement data and the significant elements that impact achievement; it then makes recommendations to overcome discrepancies. This is the committee that holds us accountable for what we say.
- Community Ambassador. This individual lives in the area, knows the people, and has an especially close history with this school. He has grandchildren in this building and has been very involved in the classroom, parent-teacher organization, and various activities. He knows what is going on in the building and is very positive about our programs, students, and staff when talking with people in the neighborhood. He has spread the good word about what we are doing in this school.

V. Lessons Learned/Continuous Improvement

Next Steps

In the third year, the Teacher Leaders will continue to mentor and guide all teachers and to include staff members that are new to the school. Teacher Leaders will continue to have whole staff dialogues once a week and to update their understanding and learning. Our PTO is committed to help support The Learning Network with whatever means available. Title I will also be helping with instructional support.

It would be ideal to get more parents to learn about standards. Our curriculum is all standards-based so they would understand it better and be more involved in their child's education.

Wisdom Gained

Getting a grant is a great way to create movement on changes planned in a building. We've been able to provide more education for staff by sending them to conferences and to visit other sites to see The Learning Network in action. Many times our questions have been answered when we visit other sites. We have also learned of the pitfalls that our school has had to overcome.

Another good idea was to have teachers read articles on the mechanisms by The Learning Network, then discuss it. When the staff attended the institute, they knew what the presenters were talking about.

Having workshops concerning the standards and mechanism helped both the parents and the para-professionals. We were speaking the same language.

Continuous Improvement

In this second year of The Learning Network, the Teacher Leaders will be mentoring and guiding not only the classroom teachers but also the special education teacher and our counselor, who will be doing additional teaching in the classroom. Teacher Leaders will be dialoguing with them and the program coordinator. This will help them to become more reflective and be supported by the Teacher Leaders, administrator, and the program coordinator.

Teacher Leaders have demonstrated the changes in their own instructional delivery. They have become more reflective in their practices. Because of this, they are better teachers. The students in their classes are learning and enjoying being here in Chamberlin. The teachers are all talking the same language as a result of our weekly "class meetings." Much of the talk in the lounge is positive. We're excited about the changes we've made in ourselves and our teaching.

Harrison School District #2
Gorman, Panorama, and Carmel Middle Schools
Local Education Reform
Student Achievement
Comer School Development Program
1995-1996 Grant, Year 3 Progress
$94,884
1996-1997 Grant, Year 2 Progress
$16,655
1997-1998 Grant, Year 1 Progress
$151,790

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Dr. Ann Starlin-Horner; Mr. Vic Meyers; Harrison School District #2; 1060 Harrison Road; Colorado Springs, CO 80906; (voice) 719-579-2000; (fax) 719-579-2068; (e-mail) vmeyers@harrison.k12.co.us

I. Broad Goals

All three middle schools in Harrison District #2 recognize the need to restructure our schools if we are to increase and sustain student achievement. This restructuring encompasses seven of the eight Partnership Goals for Educating Colorado Students and the following major goals:

- To implement the Comer School Development Program (Comer SDP), a research-based, child-centered school improvement program that increases academic achievement and improves behavior and school adjustment, school and classroom climate, and self concept at all three middle schools.
- To collect and use accurate, current information on students and students' achievement for data-driven decisions.
- To increase the accountability in meeting state and district content standards.
- To create learning communities that are "child-centered."
- To form true collaborative partnerships with all stakeholders in our school and communities to help increase and sustain student achievement.
- To implement individual building programs that focus on student achievement.

II. Accomplishments

We in the Harrison District are very proud of our first-year restructuring efforts made through the implementation of the Comer SDP. The following is a list of accomplishments as we continue to strive for increased student achievement with community support in a manner that is customized to community needs.

- All three buildings have a trained, well-functioning School Planning and Management Team (SPMT) which is representative of all adult stakeholders and serves as the governance body for the schools.
- All three buildings have established a Student and Staff Support Team (SSST) which meets on a regular basis. SSSTs have begun to identify global issues that affect student achievement and

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school climate, to broaden and coordinate services to all children, to develop a student referral process, and to collect student data.

- All three buildings have Parent Teams that meet on a regular basis and have integrated the SDP processes and structures into their meetings. Individual parents from each building have received training in the SDP process.
- Building-wide use of the three guiding principles is in place (no-fault, consensus, and collaboration).
- Some use of developmental pathways in decision making is present.
- We are working on development of school improvement plans that are aligned with state and district accountability requirements.
- District collaboration was practiced when all three middle school SPMTs met for team building, training in the developmental pathways, and sharing of individual building successes and challenges.
- The three middle school facilitators met regularly to share ideas and resolve issues.
- Building facilitators, parents, building principals, the district facilitator, district staff development coordinator, and director of secondary education met monthly to appraise the status of faithful replication of the SDP.
- Yale University, in cooperation with Harrison District Two, provided training in the SDP model, provided a program evaluation check, and was available for consultation.
- Community collaborators provided a variety of supportive services (spoke at career day, donated refreshments, consulted on curriculum, administered surveys, facilitated focus groups, and produced a building video).
- We presented the Comer School Development Program at the *Partnerships/*Goals 2000 Networking Day and provided other districts with information about this restructuring model.
- We provided tours and information sessions for visiting teams from other districts interested in this restructuring model.
- The development of a five-year SDP strategic plan was completed.
- All three buildings completed their first year of math benchmark assessment administration.
- Scores of the first attempt math benchmarks are being used to analyze trends in student success and instructional practices.
- An Extended Time Opportunity (ETO) program provides in-school assistance in math concepts for those students who require more time to succeed. ETO teachers have been trained to implement consistent strategies for teaching skill improvement for students who failed to meet performance standards for the math benchmarks.

III. How Standards are Addressed

Harrison School District Two continues to be a leader and innovator in educational reform efforts. Student achievement has always been at the heart of our work, and we continue to make significant progress in clearly identifying student achievement targets, creating and interpreting appropriate assessments, and developing and implementing support systems to help students meet benchmark goals. Adoption of the Comer SDP has provided us with the structures necessary to research, develop, and implement specific programs within the schools to meet students' needs.

All three middle schools were able to implement an Extended Time Opportunity (ETO) program of parallel instruction to help students meet district standards in mathematics and science. Each school was also able to provide tutoring during the day and after school. District accountability plans now call for an increase in accountability and achievement of students in meeting district elementary and secondary content standards. At the end of this first year of benchmark assessments, the data showed that the number of students passing the benchmark on the first attempt increased as the year progressed and that the average scores on the benchmarks increased as well.

The Math Benchmark Assessment Program (MBAP), administered for the first time this year in all three middle schools, will now be used as a

model as we expand to other content areas. The data generated that first year has been invaluable as we continue to make adjustments to classroom teaching techniques and implement strategies to enhance student learning.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

In short, the Comer SDP was developed as a child-centered school improvement process to help children progress fully on all developmental pathways: physical, cognitive, psychological, language, social and ethical. The SDP seeks to improve relationships among and between adults and children through nine key elements: three teams (School Planning and Management Team, Student and Staff Support Team, and Parent Team); three operations (Comprehensive School Plan, Staff Development, Assessment and Modification); and three guiding principles (Consensus, Collaboration, and No-fault). With these nine elements in place and functioning well, we are on our way to creating a healthy, supportive school climate that promotes effective teaching and learning. The Comer SDP has provided us with the framework to have the conversations needed to improve student achievement of standards and has helped us establish needed connections among school, home, and the community. In addition, we have established the framework of shared responsibility for successful schools by all stakeholders, which includes students, parents, teachers, and the total community. Evidence of this is the SPMTs, SSSTs, and PTs that now meet on a regular basis and serve as the governance bodies in each of the three middle schools. The SPMTs, in conjunction with Yale University, administered a school climate survey to students, staff, and parents to establish baseline data. The data is now being used to identify school needs and areas needing improvement. The SSSTs have broadened services to all children by including community organizations such as the Department of Human Services, Pikes Peak Mental Health, local community centers, the local park and recreation department, and the health department. All staff members have received some training in the use of developmental pathways when evaluating needs of students. This training component will be expanded during the 1998-1999 school year. The PTs have seen an increase in active membership and have embraced the SDP structures and guiding principles.

> We have been told several times by others that the way we talk about kids in our schools is *different*—it is truly student-centered—a direct result of our implementation of the Comer SDP.

In order to increase the accountability in meeting state- and district-approved middle school content standards, math benchmark assessments were administered for the first time across the district at the secondary level. Baseline data has been established and analyzed to identify strategies that will further enhance student achievement. The administering of math benchmark assessments has resulted in more students passing assessments on the first try. When the first benchmark was given to middle school math students, an average of 44.4% of the students passed on the first attempt. When the fourth assessment was administered an average of 63.1 % passed the first time.

Each school now tracks data for students receiving one or more F's for each grading period. These figures will help schools track individual and group achievement and provide feedback to instructional staff to make results-driven decisions. Data from the 1996-1997 to 1997-1998 school year is as follows: Carmel Middle School showed a drop from 41% to 40%. Gorman Middle School's levels increased from 30% to 41%, and Panorama Middle School showed a decisive drop from 44% to 36%.

There has been a decrease in middle school discipline statistics when comparing first semester of the 1996-1997 school year with the first semester of 1997-1998. Referrals numbered 2130 in 1996-1997 compared to 1856 the following year, a drop of 13%. Out-of-school suspensions have also fallen, from 759 in 1996-1997 to 512 in 1997-1998; this change represents a 33% drop. Best of all, expulsions dropped 75%, to two compared to eight the previous year.

The development of a five-year SDP Strategic Plan has continued to provide us with focus and direction as we begin our second year of implementation. "Data" is no longer a dirty word, and it is becoming

commonplace for staff members to track their application of the developmental pathways, benchmark assessment scores (first attempt scores and best results scores), parent involvement statistics, and data-driven decisions.

V. Dissemination

Dissemination efforts were initiated to ensure ongoing support and involvement from various groups and to create an environment that involves all stakeholders in our community. We have disseminated our accomplishments to our Harrison District #2 community, the larger Colorado Springs community, and our colleagues in the state of Colorado in several ways. Articles describing the progress of the Comer SDP were placed in the *Harrisonian,* a district publication. Each middle school published a parent/student newsletter each trimester which included SDP updates and information. An informative school brochure which highlighted school accomplishments and included SDP information was designed and made available to visitors. On-site tours and information were provided to visitors who were interested in school restructuring efforts. We visited all our feeder elementary schools and shared information about the SDP with parents and students. Training of all staff in SDP was conducted periodically throughout the school year.

To continue the dissemination process we will:

- Design and add SDP to the existing Harrison District Two brochure.
- Continue highlighting SDP in the individual school brochures and district publications.
- Develop an information packet on SDP for community members and on-site visits.
- Continue to conduct tours of SDP schools for community leaders and interested school districts per requests.
- Share information about SDP on the World Wide Web.
- Create a video to inform patrons of the SDP process for use at community meetings.
- Share the results of our work with non-SDP schools within our district at district leadership meetings.

VI. Lessons Learned/Continuous Improvement

In our society, it is easy to get caught in the trap of thinking that there are "quick fixes" for what ails our schools. Some would have us believe that simply going "back to basics" will create students who are ready for the 21st century. There are others who would have us believe that the problems of schools are not that complex and that all we ever really needed to know, we learned in kindergarten. Those of us who work in schools have learned that there are no basics to go back to and that the problems we face are far more complex than we can hope to solve alone. Through our work in implementing the Comer School Development Program, we have learned that the new basics include the operating principles of consensus, collaboration, and no-fault.

> It is clear to us that a comprehensive approach based on the knowledge of child development and the building of strong relationships among all members of the community is critical to attaining our goal of raising achievement levels of all students and closing the gap between minority and non-minority students.

We have also learned that being committed to faithful replication of the Comer SDP means that **we must deliberately and intentionally define and create partnerships that support the development of children.** It is through our partnerships with parents, staff, and community that this reform will be tightly woven into the fabric of our schools.

Recognizing that student achievement is at the heart of our work, we have made significant progress in clearly identifying student achievement targets, creating and interpreting appropriate assessments, and developing and implementing support systems to help students meet benchmark goals. We have a clearer understanding of the nature of the gaps in student performance through the assessment data that has been collected and interpreted. We are now focused on developing multiple, specific intervention and support strategies for our diverse student population.

To successfully implement multiple interventions and support strategies takes the collaborative work of staff, parents, and community. In our first year of implementing the Comer SDP, the three Harrison District Two middle schools focused primarily on developing the School Planning and Management Team (SPMT), with limited work on the Student Staff Support Team (SSST) and the Parent Team (PT). In our second year, the other district Comer SDP schools joined our collaborative effort. Our major emphasis this year will be to provide the necessary information and training to build an effective SSST and PT in each of the five SDP schools. With the SPMT, SSST, and PT functioning at an optimal level, all stakeholders will be meaningfully involved in decision making for school improvement.

To move forward with our reform efforts, we have identified the following six strategies:

1. Continue implementation and faithful replication of the Comer SDP.
2. Facilitate data-driven, child-focused decisions.
3. Increase accountability and achievement of students in meeting district elementary and secondary content standards.
4. Create learning communities where children are the focus of the decision-making process.
5. Form a true collaborative partnership to include all stakeholders in our school and district communities.
6. Implement individual building programs, processes, and projects that will increase student achievement.

Harrison School District #2
Monterey Elementary School
Success For All and Parents As Teachers
1995-1996 Grant, Year 3 Progress
$130,938
1996-1997 Grant, Year 2 Progress
$135,298

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Kay Frunzi, Principal; Monterey Elementary School; Harrison #2 School District; 2311 Monterey Road; Colorado Springs, CO 80190; (voice) 719-579-2174

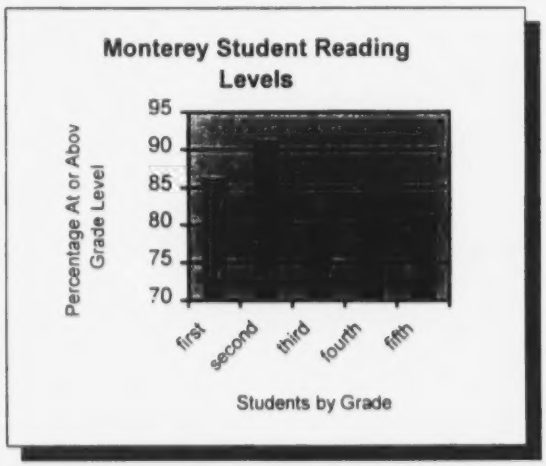
I. Broad Goals

- To continue the implementation of Success For All program by providing follow-up staff training and purchasing additional resources to help our students achieve the literacy standards.
- To increase the involvement of parents, families, and community in the school to help our students achieve our standards.
- To implement the Parents As Teachers program to provide support to families of young children.

II. Accomplishments

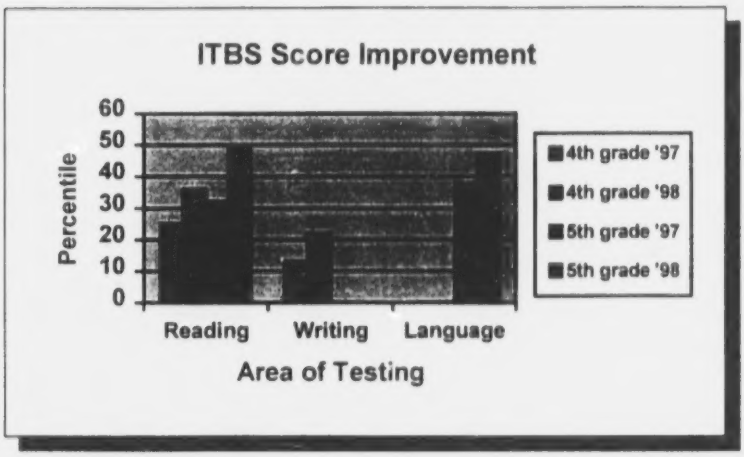
Helping All Students Achieve at High Levels in Reading

- Site visitation by Success For All facilitators reinforced the success of Monterey School in the implementation of Success For All. In the spring of 1998, many students were reading at or above grade level. [See the chart at right.] Also, many students were showing steady improvement. For example, in first grade, at least 12 students were within one story of meeting their grade level.



- One-to-one tutoring was provided for 52 students at Monterey in 1997-1998.
- RAD training (a program similar to Reading Recovery) was provided for eight first graders.
- Two staff attended the annual Success For All conference.
- Monterey is a pilot school for having a full-day kindergarten program in 1998-1999.
- Extended-day kindergarten students made significant gains over the control group of kindergarten students in 1997-1998.
- Iowa Test of Basic Skills scores indicated improvement in fifth graders reading and language: in 1997, students rated at the 32nd percentile in reading and the 38th percentile in language. By 1998, just one year later, those scores had improved to the 49.6th percentile in reading and the 47.3rd in language. The chart on the next page includes these scores, as well as percentiles for fourth grade students in

reading and writing. Those students also showed improvement between the school years ending in 1997 and 1998.



Involving Parents, Families, and Community

- John Hopkins University sent a family support consultant to assist the Family Support Team.
- A Parents In Action group was developed and had involvement of over 60 families.
- Increased service integration between community and school by incorporating representatives from Social Services, Fort Carson Army Base, and Free to Grow on our Parents In Action team.
- Plans are underway to make Monterey a site for an evening health clinic for the community one night every other week.
- We formed partnerships with local churches. They donated clothing for our clothes drive and provided 17 food baskets for the community.
- The University of Colorado at Colorado Springs provided the school with two social worker interns.
- The Junior Academy provided before and after-school care for our students on a fee basis.
- We formed a partnership with the City of Colorado Springs to provide an after-school activity program for our students two days a week.
- Through recruiting efforts, our preschool is filled with children for the first time.
- Raising Readers provides parents monthly training and ongoing activities to help children attain proficiency in literacy skills. Two hundred sixteen parents and 245 children participated.
- A book bag program was initiated to children with delayed reading skills.
- Literature theme backpacks were available for checkout on a weekly basis.
- Success Star postcards were sent home to the parents of every child at least twice a year regarding the children's reading successes.
- We have a daily Reading Club for children to read daily after school with volunteers in the school and community. The local retirement home drives a van of senior citizens to the school daily to read with the children.
- First grade teachers did home visits for first grade children.

Implementation of the Parents As Teachers program

- Forty-two children were served in Parents As Teachers program
- There were 251 parent/child contacts made (parent meetings, playgroups, home visits)
- Plans are being made to develop infant, toddler, and preschool parent/child times.

III. How Standards are Addressed

Our *Partnerships*/Goals 2000 grant provided the dollars to reform our reading instruction, to extend our intervention to families of children from birth to age five years, and to involve our parents and community in the education of the children. These dollars enabled us to get programs in place so we could address the state and district standards and benchmarks. The Success For All reading instruction enabled our students to be more successful in meeting the standards.

Although our work provided the framework to enable children to be successful in meeting the standards, it became clear to us that it takes more than the reading program, early intervention, and parent and community involvement. This school year the staff and community have an action plan that focuses us on aligning our instruction, materials, and assessments with the standards.

> Without the *Partnerships*/ Goals 2000 grant's help, we would not have been able to accomplish what we have planned for this school year, plans that will take us another huge step forward in helping our children be successful in achieving the standards.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The bulk of the impact and evaluation of the *Partnerships*/Goals 2000 funds are included under the "Accomplishments" section of this report. However, it is important to emphasize that the *Partnerships*/Goals 2000 grant provided the school with support to successfully implement the Success For All reading program. **In spring 1998, 83.8% of our students were reading at or above grade level. This is a significant improvement from the 57% reported in 1992. CSAP scores indicate increased achievement of Monterey third and fourth grade students.** The tremendous success is credited to the Success For All reading program combined with all the effort made to involve parents and community in the education of the children.

V. Dissemination

- Two local newspaper articles celebrated Monterey's Success For All program.
- A national publication, *Teachers Magazine*, featured Monterey's program.
- Welcomed over sixty visitors observing the Success For All program.
- Presented Success For All at numerous conferences in the state.
- Participated in the *Partnerships*/Goals 2000 Networking Days.
- Actively disseminated information to parents and community via newsletters, meetings, and trainings.
- Worked with another Success For All school to align SFA with the standards.
- Presented on Parents As Teachers at various forums.
- Participated in district committees for standards alignment.
- Johns Hopkins University used Monterey for research purposes.
- Monterey staff served as mentors for each other.

Products and Models We are Willing to Continue to Share:

- Success For All planning and implementation strategies
- Parents As Teachers planning and implementation strategies
- service integration planning and implementation
- school process for the integration of standards
- Raising Readers and Readers Club planning and implementation
- Family Support Team formation and implementation

VI. Lessons Learned/Continuous Improvement

In retrospect, the changes that have occurred within the past three years have been monumental. Change is a complex and systemic process. At Monterey the change as a result of the *Partnerships*/Goals 2000 grant has touched about every aspect of the school. It is the synergy of many people, programs, schedules, and resources working together for one central, clearly understood purpose, that has and will continue to mark our success. The models that we have chosen, Success For All and Parents As Teachers, were selected for their multi-faceted academic and social interventions targeting disadvantaged students. These models were also selected for their reliability, replicability, rigor, and durability. Ultimately, each is an empowerment model.

Monterey Elementary has demonstrated favorable results from the implementation of Success For All reading program. However, after reviewing the dismal 1997 fourth grade results on the CSAP, it became evident that in addition to sound schoolwide educational reform, we must focus on the standards,

benchmarks, and assessments to ensure alignment with standards. Although the 1998 CSAP showed improvement, we still feel our students can and must be proficient in the standards, benchmarks, and proficiencies. We will provide additional training, support, and expertise for our staff to align the literacy instruction and assessments with the standards. The staff will also be provided collaborative time to share in the implementation of curricula aligned to the standards.

Hinsdale County School District Re-1
Student-Directed Learning
1995-1996 Grant, Year 3 Progress
$60,197

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Roger Neppl; Superintendent; Hinsdale County School District Re-1; P.O. Box 39; 614 N. Silver Street; Lake City, CO 81235; (voice) 970-944-2314; (fax) 970-944-2662

I. Broad Goals

- Design an individualized course of study for students in grades 7-12.
- Base curriculum on state content standards.
- Create optional alternative program in lieu of students riding bus into Gunnison and back for three hours daily.
- Contract with students for their course of study and pace learning to fit their needs.
- Use technology as a tool for curriculum design and performance assessment.

II. Accomplishments

- The success of the middle school program has resulted in favorable community support for the establishment of a high school program as an alternative to the Monte Vista "Online Academy" and the three-hour daily commute for several students going to Gunnison schools.
- A temporary building has been purchased and has been modified to fulfill the expectations for implementing student-directed learning programs for the middle school.
- A small house has been rented for a two-year period of time as a location to initiate the high school program in the1998-1999 school year.
- An individualized course of study based upon state content standards has been completed and is being implemented for students in middle and high school.
- A contract with students who participate in both middle and high school programs has been completed and is the basis for monitoring student progress.
- The individualized course of study for each student is being implemented through the use of individual computers and distance learning programs in combination with traditional learning strategies.
- Preliminary program results from students, parents, and community representatives have been extremely favorable as to the quality of education being provided.

III. How Standards are Addressed

- State and district content standards have been the focus of curriculum design and program implementation.
- A review of district curriculum in relation to standards has been concluded, and a newly aligned curriculum and support materials have been implemented during the 1998-1999 school year.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

- For the first time in 30 years middle and high school students have a quality educational alternative within their home community instead of riding the bus for three hours to attain their educational goals within Gunnison schools.

- A middle and high school program has been developed and is being implemented in temporary facilities.
- Community support of the middle and high school programs has been outstanding.
- Formal evaluation will be accomplished during the year through the implementation of pre- and post-testing of all subject areas through the use of the TerraNova Multi-Battery of tests.

V. Dissemination

A middle school model curriculum for potential use by other rural and/or isolated school districts has been developed and is available for replication.

Products:

- model middle and high school curriculum design with technology use as a major focus for classroom management of three grade levels by one coordinator/teacher
- development of a quarterly progress report summary that provides for reporting student progress utilizing traditional and rubric strategies for reporting

VI. Lessons Learned/Continuous Improvement

- Promotion and marketing needs to be a major focus of any future plans for the building of new facilities.
- The need for additional facilities needs to be coordinated with other governmental entities to insure responsiveness to all community-based issues.
- Addressing the need for improved communication with parents and the community should be a perpetual effort.

Las Animas School District Re-1
Multi-Media Center
1995-96 Grant, Year 3 Progress
$100,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Sandi Hansen; Las Animas High School; 300 Grove Avenue; Las Animas, CO 81054; (voice) 719-456-0211; (fax) 719-456-0932

I. Broad Goals

- To address the technology needs of both students and faculty by
  - increasing access to technology,
  - improving individual skills in utilizing technology, and
  - providing technology tools that enhance teaching and learning.
- To provide professional development activities that
  - integrate technology into specific curricular activities,
  - design and develop curricula utilizing technology resources (CD-ROM, Internet, networking, and specific software),
  - assist faculty in developing interdisciplinary and thematic units, and
  - assist faculty in understanding the state standards, utilizing new and existing resources, and implementing new strategies and lesson plans that meet and exceed these standards.

II. Accomplishments

- Two classroom computers and four printers were purchased to supplement the initial grant purchases, and ten rebuilt IBM-compatible 386 computers were purchased for the keyboarding lab. All classrooms now have a computer.
- Staff development activities continued this year and included twelve teacher-taught adult computer workshops available to staff and community members. The workshops involved 118 teacher and student hours, and included topics such as using Internet searches, using graphics in the classroom, using software on both IBMs and Macs, and training students to use the computerized library catalog. Staff development activities focused initially upon a three-fold strategy:
  - Increase understanding of the specifics of the state standards.
  - Incorporate standards into curriculum (legacy and new).
  - Build awareness of new resources and technologies that support ongoing improvements in utilizing curriculum.
- Sample projects currently being incorporated into curricula include a senior research report which has become a multi-media project; an art and social studies interdisciplinary project using Microsoft Art CD-ROM, Time Lines, and Grolier's Encyclopedia; a woods and autobody research project that includes Internet and AutoSketch; and a writing/research project using multiple resources and points of view.
- Use of Internet research stations in the library for academic research as well as in the areas of careers, college preparation, and vocational courses.

- Staff development will focus on the building of strong technology skills for eight new teachers as well as incorporating state standards. Classes on Macintosh and Windows fundamentals, basic networking, and Internet are planned for new teachers, collectively and individually. The emphasis this year will be assessing on student achievement of technologically based standards.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Enthusiasm by staff, students, and the community, as well as an unconventional "infusion" style of integration, remains high. *Partnerships*/Goals 2000 funds allowed the district to invest in computer technology for Las Animas High School, while linking all schools in an "electronic village." Staff development continued. Teachers are experiencing a significant paradigm shift from teachers acting as the providers of all information in the educational process to insisting students become responsible for their own knowledge. Veteran teachers are guiding new teachers through the curriculum and demonstrating the technology available to help meet the standards.

The state standards have given Las Animas High School instructors a set of expectations that have transformed the instructional process at the classroom level. Students and teachers say that by incorporating technology into the state standards, lessons are more interesting and all learners are more motivated and self-directed. The faculty and principal of Las Animas High School are now using technology to meet and address the state standards and will use technology in developing assessments as required by the state.

Quality of student achievement of state content standards is improving through use of technology as a tool. Students are spending more time researching and editing their production. Students are more engaged and motivated to "go the extra mile" and are exhibiting more pride in their work.

> An interesting outcome is a new collaboration between student and teacher. Often, students have taken the lead in troubleshooting and technical issues, while teachers are finding it easier to "give up control" from the front of the classroom, and truly become resource brokers, coaches, mentors, and orchestrators.

The evaluation component of this project is ongoing. In terms of student learning achievement, teachers continue evaluating students based on mastery of the specific skills identified in the state standards. Staff development and growth is progressing as the Las Animas High School staff continues inservice training.

V. Dissemination

There has been dissemination of teacher lesson plans which incorporate state standards. All staff members are communicating effectively by e-mail. Veteran teachers are mentoring new teachers.

VI. Lessons Learned/Continuous Improvement

We have continued staff development from two perspectives: one, state standards and assessments integration, and two, technology fundamentals. Our measurement through state assessments will further determine our success with content standards. We continue to build both teachers' and students' technical knowledge base. We are utilizing student knowledge to assist in the maintenance of our computers, printers, and network system.

We realize that our district budget must begin to reflect replacement costs. We already see the need to replace old printers to accommodate heavy Internet and graphics use in the media center. Our business IBM lab needs to be updated as problems continue with keeping it on the network. Teachers continue to try new working technology to best utilize these approaches. Despite these understandable challenges, we are pleased with the overall positive impact this grant has had on Las Animas High School over the last three years.

Moffat Consolidated School District #2
Local Education Reform: Implementing Standards
1996-1997 Grant, Year 2 Progress
$54,763
1997-1998 Grant, Year 1 Progress
$64,684

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Eli Dokson; Moffat Consolidated School District #2; P.O. Box 428; Moffat, CO 81143; (voice) 719-256-4710; (fax) 719-256-4730

I. Broad Goals

In our second year of *Partnerships*/Goals 2000 funding, Moffat Consolidated School District had adopted Colorado Model Content Standards and planned to continue teacher training and curriculum alignment focus in mathematics. After initial summer training in performance assessments, our 1997-1998 grant called for the following work:

- Develop appropriate formative and summative assessments for inclusion in the mathematics curriculum.
- Arrange visitations for staff to other schools that model quality standards-based education.
- Begin work in the area of language arts by having one primary teacher trained in the Cherry Creek early intervention reading model, SuPR (Success for Primary Readers).
- Work with the established *Partnerships*/Goals 2000 Planning Team to monitor progress toward implementing high academic expectations and to begin planning of a schoolwide interpersonal growth/problem-solving program, as identified as high priorities in a 1996 community survey.
- Teachers in all subject areas would be asked to implement standards and develop assessments for district review.
- A minimum of 4.5 days of staff development would be provided to professional staff for assessments, strategies and material review required for full implementation of standards-based education.

II. Accomplishments

Establish and Maintain Clear Standards

- Moffat Consolidated School District adopted Colorado Model Content Standards in the areas of history, mathematics, geography, language arts, and science for all students in grades K-12.
- Moffat professional staff visited standards-based schools throughout the state.
- A summer course in standards-based education was offered on location. Approximately one-third of the teaching staff participated.
- Teachers and curriculum committee focused on review of materials that would best enable students to meet high standards in mathematics.
- The K-12 mathematics curriculum aligned to model content standards was presented to and adopted by the school board as a work in process on June 1998, and new curriculum materials were adopted. The revision of that curriculum guide will continue this year.

Implement Assessments

- Standards-based performance assessments were voluntarily implemented by teachers. In a collaborative effort these assessments were then revised to be implemented in the 1998-1999 school year.
- A model mathematics assessment, developed by the first grade teacher, was included in the mathematics curriculum and will be used to develop district mathematics assessments for each primary grade.
- The high school math teacher was trained in assessments and teachers from both middle and high school were trained in portfolio assessment.

Align Curriculum and Instruction

- Math curriculum aligned and in progress, and mathematics curriculum coordinator assigned to oversee revisions.
- Language arts selected as the 1998-1999 targeted strand, and language arts curriculum coordinator assigned.
- High school social studies, art, science, and music are currently involved in alignment, and middle school currently aligning in all areas.

Prepare and Support Educators

- Adoption of teacher evaluation instrument which includes section on standards-based instruction.
- An on-site institute on performance assessment and standards-based education was held during the summer of 1997.
- Two and a half hours of teacher collaboration time was allotted every other week in the calendar to work on standards-based performance assessments in all areas.
- An evening course in classroom assessment worth two semester hours of graduate credit at Adams State College was offered on location during the spring of 1998. The course was opened to and advertised in all San Luis Valley Schools. Four school districts were represented. Approximately one-fourth of the teaching staff participated.
- A 1998-1999 school calendar including ten full days of teacher collaboration/inservice was adopted.
- Two elementary teachers trained in Classroom Connect, a hands-on math approach.

Begin Education Early

- A pre-school program was established in 1996.
- Training and adoption of SuPR early intervention reading program.
- Investigation of HOSTS (Helping One Student To Succeed) for remediation reading and mathematics in grades K-12.
- Adoption and implementation of Accelerated Reader, for grades K-8.
- Staff implemented a summer reading program for grades K-12.
- The HOSTS program will be implemented during the 1998-1999 school year.

Create Safe, Disciplined, and Drug-Free Learning Environment

- During 1997 the district created and implemented a separate middle school schedule and accompanying changes in staff.
- An ongoing Homework Club was established.
- Ongoing review of model programs in conflict resolution and interpersonal skills.
- During the winter of 1997-1998, teachers participated in an after-school inservice in "Discipline with Love and Logic," a program developed by Jim Fay and Foster Cline.
- Staff participated in review and editing of student handbook.

Promote Partnerships

- In 1996 a community survey was conducted, analyzed, and compiled; recommendations for school improvement were formulated.
- Quarterly meetings of the partnership planning team (established as a result of 1996-1997 *Partnerships*/Goals 2000 funding) were held to review progress toward school improvement.
- Expansion of STAR program (Student Talents Applied Resourcefully) allowing high school students to attend advanced courses at Adams State College and Trinidad State Junior College, and providing work placements utilizing community resources, mentorships, and independent study.

- Expansion of a community volunteer program to support reading and technology projects through school-to-career planning, technology expansion and HOSTS.

Share Responsibility

- A monthly newsletter disseminates information regarding systematic reforms for community review and response.
- Staff and administration are teaming to provide for instructional change and program evaluation.
- Creation and revisions of teaching staff information binder including standards, current instructional objectives, community and teacher survey results, sample assessments, and standards-based instructional planning guides.
- Monthly *Partnerships*/Goals 2000 reports provided to school board and accountability committee.
- Our November 1998 parent/teacher conferences will include schoolwide performance assessment demonstrations.

III. How Standards are Addressed

Partnerships/Goals 2000 grant dollars have been used by the district to develop curriculum and assessments aligned to Colorado Model Content Standards. Furthermore, we have directed our attentions to the desires of our community. It is our intention to promote and utilize a partnership of school and community to benefit our children. Thus, we began this process with a community survey developed by a partnership planning team who then evaluated the survey results and made recommendations for the schools. The community expressed high academic expectations as primary objectives. We proceeded by providing information intended to educate teachers, community and students in standards-based education. Our emphasis has been on teacher training, incorporation of demonstrable skills objectives, and collaboration of professional staff for overall teamwork and instructional improvement. It is our ultimate intention that Moffat Schools have standards-based education with high expectations for all students interwoven into the curriculum, instruction and assessment.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

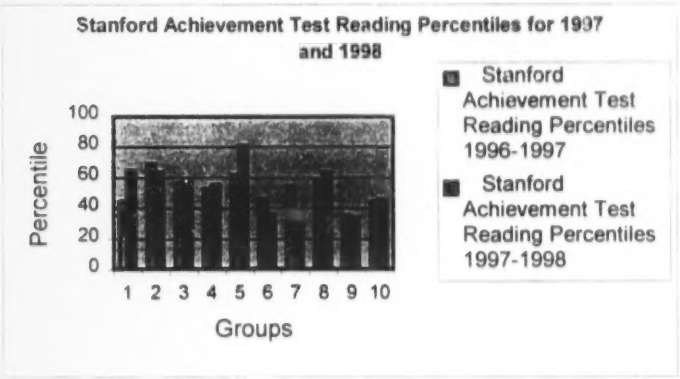
Moffat Schools have been greatly impacted by *Partnerships*/Goals 2000 funding by providing school and community with sustainable programs and collaboration. The grant has influenced our school/community relations, curriculum development, teacher training programs and, ultimately, our students.

Monies are being used to provide teacher training, coordinate curriculum development, purchase materials and consultation with experts to assist in our shift to standards-based education, and provide visitations to model districts. What we will have upon reaching grant goals will be a trained staff, curriculum aligned to standards in mathematics and language arts, a model for curriculum development and revision, district assessments for continuing program evaluation, and a school calendar which provides for teacher collaboration and inservice time. With these direct benefits from the grant, we will have a sustainable school team and improvement plan in place.

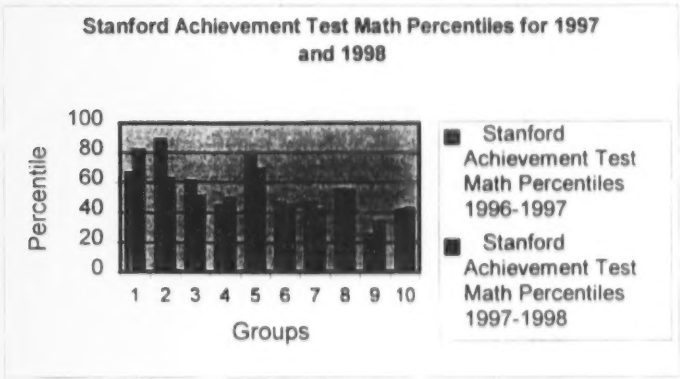
As mentioned above, our initial grant created a partnership planning team. Three years later, this team continues to take an active role in the monitoring of progress toward initial community recommendations. This year the committee will merge with the School-to-Career Steering Committee to ensure the alignment of real-world, workplace competencies within the school environment. *Partnerships*/Goals 2000 is a force that pulled our community and school together, opened communications, and continues to act as a focal point for school improvement. Through the goals of our grants we have created new volunteer opportunities in the library, classrooms, and mentor programs (through HOSTS and Title I). Dissemination of information about needs drew in volunteers, while development of performance portfolios led us to enlist community interviewers. What has been created here is soundly in place and will not fade away when additional funding does. We are building a system for continuous improvement.

The greatest benefits of our work with *Partnerships*/Goals 2000 funding will be to our students. We can see many qualitative results now. Higher and clearer expectations are expressed by posting standards,

aligning unit objectives, and using scoring guides. Opportunities to demonstrate what has been learned are given through performance assessments and student-led parent/teacher conferences. Increased individualized programs also provide evidence of student benefits. Quantitative test results have been reviewed, and we will continue to monitor them. Being as small as we are, we will be using various means to accurately evaluate the impact of programs and will gather several years of results before establishing trend data. The following graphs reflect progress with some groups and a lack of progress with others. We hope to show future progress with the completion and full implementation of mathematics and language arts curriculums aligned to standards. Also, we feel that the development of district performance assessments and criterion-referenced tests would allow us to more accurately evaluate instruction.



Stanford Achievement Test percentile averages include scores of students who completed the tests at Moffat School both in 1997 and 1998. Groups indicate student scores from one year to the next. For example, Group 1 indicates the same children's scores from first and second grade; Group 2 indicates the same children's scores from second and third grade, and so on.



The following products will be available to interested schools and individuals:

- curriculum guides in mathematics and language arts
- Six-Trait writing rubrics
- sample performance assessments
- guidelines to the curriculum revision process
- model use of the HOSTS program
- sample calendars to include teacher collaboration time

V. Dissemination

We provide reports of progress, continued needs, and activities to the various stakeholders in the success of programs at Moffat School. Our district accountability committee and school board receive monthly reports from the principal and grant coordinator. The community and staff are provided with monthly reports of activities at Moffat School through the mailing of a school newsletter. An active partnership planning team reviews the progress of programs quarterly and suggests areas of need.

VI. Lessons Learned/Continuous Improvement

It seems that the process of change and reform has a dual effect on the institutions and individuals involved. On the one hand, it is an exhilarating time in education; on the other it presents some difficulties.

With a district of our size, the potential for reform and development of a model school is very exciting indeed. The additional funding allows for the purchase of materials, time, and expertise necessary to perform the formative steps in a reconstruction process. It has encouraged and provided us with time and money to envision a goal of excellence and, then, to proceed to achieve it. We have so much potential with our small class sizes, Pre-K through 12 environment, and staff cohesion. We are instituting major reform directed at a sustainable system that keeps "what's best for children" in the forefront; it's a magnanimous goal indeed but not one without challenges.

> *"...even though this is a very diverse community...people want the same things for all children...a strong sense of personal efficacy..."*
>
> Partnership Planning Team member

Over the past three years we have experienced occasional bouts with resistance, disagreement, and/or frustration. Teachers familiar with faddish and short-lived fixes for education questioned the sincerity of the "standards movement." Slowly sometimes, they are seeing the validity to this change and coming on board. When we all find ourselves directed toward this change we sometimes experience disagreement regarding priorities of speed of movement. Finally, sometimes a great idea or plan doesn't provide the results we had hoped for. Anyone facing an endeavor such as this should be prepared to see test results which may fall when they should rise and faculty members in rebellion when they should be rejoicing. Nevertheless we've taken the good with the bad and grown with the experiences we've encountered. Now we come to expect a little pain with all we are achieving. The process of change is slow, and we are finding that we must prepare for some resistance but focus on the positive.

> *"...the staff has the willingness to grow and change."*
>
> Moffat School District parent

Monte Vista School District

Monte Vista Comprehensive Improvement Planning Grant

1997-1998 Grant, Year 1 Progress

$51,800

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Dr. Timothy Snyder; superintendent; Monte Vista School District; 345 East Prospect Avenue; Monte Vista, CO 81144; (voice) 719-852-5996

I. Broad Goals

- To create a comprehensive plan for improving student academic performance.
- The plan will align assessment, curriculum, instructional delivery practices, professional development, and evaluation components with state and local content standards
- The plan will establish a framework for ongoing school improvement efforts.

This project reflects in spirit and action six of the *Eight Goals for Educating Colorado Students* authored by *Partnerships*/Goals 2000. In the process of deciding where we would like to be, we were able to identify our greatest needs that must be met in order to accomplish our goals. We plan to: one, **build a staff development model**, two, through which **instructional strategies that support literacy and standard-based content areas** can be learned.

We have a clear expectation that all students meet standards that are outlined in our comprehensive curricula, and as a result of our planning year, we have developed an assessment plan that is aligned with district and state expectations.

II. Accomplishments

- The community and school district joined forces to take a close look at ourselves. A year's worth of intense energy on everyone's part gave us a collective vision on behalf of the students in our community.
- We created a comprehensive plan for improving student academic performance.
- This plan aligns assessment, curriculum, instructional delivery practices, professional development, and evaluation components with state and local content standards.
- The plan established a framework for ongoing school improvement efforts by altering the way we accomplish staff development and focusing on improved literacy for all learners.
    - Rather than depending on one-shot trips to the Front Range, the faculties in Monte Vista now have opportunities to become more effective at collaborative, ongoing professional growth.
    - Educators are becoming more prescriptive in our literacy and content-based standards instruction in order to meet the specific and unique needs of our learners.

III. How Standards are Addressed

Over the past four years our district has made significant strides in our curriculum review efforts as we've sought to articulate our expectations of student progress within a given content area. As a result, all

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district curricula are now aligned with the Colorado Model Content Standards and represent what students should know and be able to do. These, in turn, are restated as the district *Entrance Expectations* which denote sequential benchmarks for student learning.

> *"I appreciate the opportunity to contribute to the day-to-day and long-range goals of the school—the focus and drive and implementation efforts of the staff are awesome!"*
>
> school improvement team member

As a result of the district's expectation that **all** students will meet or exceed state standards, we were driven to look at the factors that we believed might impact student success. We were concerned with the specific factors that we could directly affect in a positive way. We critically analyzed ourselves with the following lenses: student assessment, achievement discrepancy, parent involvement/choice, exceptional children, staff development, and communications/public reporting.

A task force was assigned to research each topic, and then recommendations were made to each campus concerning appropriate, feasible strategies that should impact student success. Using the recommendations, school improvement teams developed plans for improving student academic performance. A shift in our thinking occurred as these plans were developed: **state standards are met, or exceeded, one student at a time! Consequently, each student's journey towards accomplishment of those standards must be supported on an individually prescriptive basis.** Our needs assessment at every level indicated that we must begin with literacy, and we must, as professionals, learn how to be prescriptive in our instruction. This is a monumental task, but one to which we are committed.

IV. Impact Of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

As a result of funds from *Partnerships*/Goals 2000, we were able to initiate, manage, and sustain a year-long, focused planning effort that left us with the *Comprehensive Plan for Improving Student Academic Performance*. This plan has unified our district as we move toward two prevailing goals:

1. **The faculties in Monte Vista will become more effective at collaborative, ongoing professional growth,** while simultaneously
2. **becoming more prescriptive in our literacy and content-based standards instruction.**

> Community members, parents, teachers, and older students worked together to problem solve and author the concepts in the plan. The plan has become our "story" for who we are and where we are going. This story belongs to all of us. We tell it at school board meetings, school and district improvement team meetings, and PTO meetings. It has unified us in our purpose—to make Monte Vista's classrooms powerful places to learn—for the benefit of the students in our community.
>
> Kristin Steed, curriculum director

This planning grant was to provide us with a product, our comprehensive plan. It is currently being implemented, and therefore we are satisfied that we accomplished our goal within the established time lines. Each step of the process was evaluated according to its effectiveness and efficiency by administering a Likert scale survey to the participants. Our evaluation design is of a descriptive nature and provides us with means and percentages. Analysis of the data revealed that participants rated their experiences with this planning process as being above average. Although all mean scores range between three and five on a five-point Likert Scale, a couple of areas deserve our attention if we use a similar planning process in the future. For example, we need to search for more effective strategies for balancing the memberships of our committees. In addition, the survey indicated a need for better meeting times. The surveys indicated other areas for growth that were specific to individual teams and did not correlate to overall results. Each task force and improvement team had 12-15 members, with between eight and ten of those consistently participating. Given this, we experienced about a 75% return on our surveys.

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V. Dissemination

The extensive efforts of the task force teams, district and school improvement teams, school board members, and administrative team were continually exhibited to the public through multiple arenas. The local paper published articles and invitations to participate in our planning process. The superintendent presented the framework of our process at statewide educational events and the team is continuing this effort at this year's Colorado Association of School Boards (CASB) conference. The school board's charge holds us accountable to the plan we have committed to, and our progress is reported in the *Board Highlights* and the *Superintendent's Newsletter*. Recently, the *Rural Net* has become another avenue for disseminating our plan to rural districts across the state with challenges similar to those that our community faces. Copies of our standards-based curriculum guides, *Entrance Expectations*, and district information are available to the public at our Curriculum Center which is located in the hallway of our administration offices.

We welcome inquiries about the products of our planning year:

- an outline of the process used to develop our comprehensive plan
- a copy of *A Comprehensive Plan for Improving Student Academic Performance*
- results of the survey analysis of our planning process

VI. Lessons Learned/Continuous Improvement

> *"I'm always pumped up when I leave the DIT [district improvement team] meetings; therefore, I know they are effective and feel grateful for the opportunity. Plus, . . . I know it is necessary for our most precious commodity—**OUR KIDS**!"*
>
> district improvement team member

As in most intensive processes that involve large numbers of people, lessons are often bittersweet. On the one hand we can attest that, from the collaborative work of each group of people and the subsequent reporting of their efforts, tangible connections were made and a sense of single purpose was established. An overwhelming number of community members, parents, and staff members recognized that they made a significant impact on our process. People were able to recognize their "voice" in the recommendations and plans that were presented. The goals from each of the building plans were so interconnected that the district's focus was easy to identify. We have learned that momentum is generated by our unified purpose—all our wheels are turning the same direction!

On the other hand, we believe that there is a significant portion of our community that is still not comfortable in our schools. Our persistent invitations have yet to open the doors for everyone. We believe that one of our next points of learning is: "What must be in place so that *all* members of our community feel invited to contribute to the excellence of our schools?"

Our most significant success is that we have learned we can, and must, ask these hard questions of ourselves.

We are now implementing our plan. In this first month of school, events have occurred on each of our four campuses that were ignited by our cohesive efforts. Teachers are participating in professional growth opportunities that will be sustained throughout the coming year and beyond. Collaborative, reflective processes are being set into motion, and forums for dialogues to support the learning are in place. Once these processes become a part of our daily behaviors, any and all new learning endeavors will be open to us.

Mountain BOCES
Comprehensive Assessment Project for Student Achievement and Learning (Capsal)
1995-1996 Grant, Year 3 Progress
$39,5000
1996-1997 Grant, Year 2 Progress
$298,729

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Steven M. Jones; Mountain BOCES; 1713 Mt. Lincoln Drive West; Leadville, CO 80461; (voice) 719-486- 2603

I. Broad Goals

We have adjusted goals to first get people informed in recognizing the purposes, audiences, and types of standards-based assessments. This has provided opportunities for teachers to look more critically at what they are doing on a day-to-day basis while collecting evidence on students. By combining funding from years one and two of *Partnerships*/Goals 2000 monies, we have been able to reach a larger cross-section of our educators and have enabled some administrators to "get their feet wet" as well. A part of our original plan was accomplished (training personnel to administer a variety of assessments), but we found we had to backtrack in order to "fill in the blanks" concerning purposeful uses of assessment.

II. Accomplishments

- We have trained over 600 people on the Six-Trait Writing Assessment Model. The Six-Trait Writing Assessment, developed by teachers working with NWREL (the Northwest Regional Educational Laboratory), defines common elements of good writing. This past year has witnessed a training rate of 90% of all teachers within the Mountain BOCES in Six-Trait. This was accomplished by developing a group of specialists (Vanguards) who represented each of the ten districts. These individuals were chosen by their districts as leaders in the model and were responsible for either training or facilitating the staff development of untrained educators. This concept is based on the local expert model which enables districts to have their own people available to lead training efforts, answer questions, model, and troubleshoot. We have now begun to correlate results from the Six-Trait Writing process to the CSAP writing results.

  A masters-degree program was formulated and implemented that emphasized standards-based curriculum and instruction. Approximately fifty teacher leaders successfully completed the program and have helped transition member districts to standards-based rather than traditional education approaches.

- An assessment matrix and manual was constructed at the BOCES level as a resource for districts to utilize for their local assessment plans. More member districts did formulate a local comprehensive assessment plan. Several districts began to pilot Terra Nova as a better indication of potential CSAP results.

- The standards committee spent considerable time analyzing the results of the Colorado School Assessment Program (CSAP) and designed a number of professional development activities to focus on instruction in a standards-based format.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The impact of the CSAP has been tremendous. Teachers are talking across districts and grade levels and the level of concern has certainly increased. Pre- and post-test scores indicate increased achievement in standards two and three (language arts), and additional impact is being felt across subject areas as teachers implement writing across the curriculum. Due to a surge of interest, districts are in the process of providing training to their teachers. BOCES-wide training initiatives have been rated the first priority by the BOCES Board. CSAP scores are still being considered as baseline information and have not yet been utilized to measure student growth.

V. Dissemination

The Vanguard group in Six-Trait has provided further training opportunities and meets yearly to receive new materials and information as well as to network with others outside their immediate districts. The standards committee has continued to meet to share promising practices and design cooperative training experiences.

VI. Lessons Learned/Continuous Improvement

- Third and fourth grade CSAP testing has made us aware of a large skill gap existing in our teachers responsible for literacy. We have begun various initiatives to begin to address this gap.
- Six-Trait Writing is useful as an assessment/instructional process, only if expectations are held high. Now only performance at the fourth or fifth level of the rubric is considered acceptable.
- Continue to recognize teacher efforts and commitment by providing time and small recognitions of a job well done. A few nice words along the way really make an impact.
- Look at the long haul. How does what we are doing fit in with a five-to-ten year plan? How can we enhance what we are doing? Build on what's there instead of what's not!
- Focus. The standards committee has become more and more focused on student achievement with the Colorado School Assessment Program providing systematic data.

Northeastern Colorado BOCES
Early Prevention for At-Risk Readers Project
1995-1996 Grant, Year 3 Progress
$10,505
1996-1997 Grant, Year 2 Progress
$25,332
1997-1998 Grant, Year 1 Progress
$42,503

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Marcia DeGroote; Coordinator; Northeastern Colorado BOCES; Box 98, Haxtun CO 80731; (voice) 970-522-0091; (e-mail) dad246@yahoo.com

I. Broad Goals

Since 1995, the Early Prevention for At-Risk Readers Project has received three *Partnerships*/Goals 2000 grants to provide Early Prevention training, increase the coordinator's on-site support time, purchase needed tutoring/training materials, provide additional professional development in literacy for Early Prevention tutors, increase parent involvement, and provide training for potential trainers to ensure independence and continuity for schools. The project's goals include the following:

- To reduce the number of first grade at-risk students, who would normally need Title I or special education services in second grade or above, through this early intervention program.
- To ensure that every child becomes a READER! Being able to read successfully is the basis for most learning and a fundamental right of all children.
- To be an inclusive intervention reading program. We recognize that a few children may have physical conditions that could impede reading progress. However, they are included in the program if it is appropriate.
- To provide a program that will support Limited English Proficient (LEP) students in the acquisition of communication skills, which include reading and writing.
- To support the already existing reading teams that have developed in Early Prevention (EP) schools, and to promote this cooperative attitude with new trainees through meetings and seminars.
- To expand on-site support needed for trained EP staff members from participating schools. There are currently sixteen EP schools.
- To provide EP training for teachers and paraprofessionals from participating and newly committed school districts.
- To provide on-site coaching support for EP tutors in training.
- To train Early Prevention trainers and encourage independence in EP schools.
- To provide additional literacy professional development for trained tutors.
- To provide the needed materials for participating EP schools and the EP coordinator's training needs.
- To promote parent involvement through inservice, meetings, and "family nights."
- To aid the coordinator in disseminating information about the EP program through attendance and presentations at state and national conferences, as well as the first Early Prevention Conference at the Bridges Learning Center in April.

- To continue the support of the Bridges Learning Center, which was initially funded by a *Partnerships*/Goals 2000 mentoring grant in January 1997.
- To write and publish a comprehensive Early Prevention Guidebook to support EP tutors during training and for use as a everyday guide for them.

II. Accomplishments

Over 262 teachers, paraprofessionals, and principals have received the EP training since 1993. Most of this training was financially supported through *Partnerships*/Goals 2000 and local school funding. Over 300 primary students have been tutored through Early Prevention techniques. At least 60% of these students are now successfully reading at grade level.

- Sixteen elementary schools are now officially Early Prevention schools, and are serving at-risk primary students in 1998-1999.
- The following districts include a total of sixteen committed Early Prevention schools: Otis RE-3, Haxtun RE-2J, Holyoke RE-1J, Peetz RE-5, Sedgwick RE-3, Merino RE-4, Julesburg RE-1, Fort Morgan RE-3, Brush RE-2J, Keenesburg RE-3J, Del Norte C-7, and Monte Vista C-8.
- Limited English students have had a high rate of success learning to read with EP support and techniques once they have a "working" oral English vocabulary. Emphasis is on respecting and preserving the native language, while helping these children to become proficient readers and writers in English.
- The Early Prevention Guidebook has been written and revised. It is currently being used during training sessions, and will be printed for durability in October.
- Eight trainers, including first grade teachers, Title I teachers, and paraprofessionals, have been trained and are now capable of training new staff in their own or neighboring schools.
- Early Prevention staff have participated in reading conferences and assessment training through *Partnerships*/Goals 2000 grant support.
- The Early Prevention coordinator conducted presentations at three state education conferences, and one national Title I Conference in San Antonio, Texas. The coordinator also has spoken to a variety of school and Title I groups.
- Parent involvement is under way, and continuing in 1998-1999, through the "Partners in Print" program. Early childhood staff are joining us at the Bridges Learning Center to promote early language development using techniques from Gloria Corbin's Northeastern Colorado BOCES *Partnerships*/Goals 2000 grant projects of 1995-1996 and 1996-1997.
- All Early Prevention programs are now supported by local, state, and Title I funds. Materials have been purchased, additional staff hired, and by the 1999-2000 school year all training will be accomplished through local networking.
- The first annual Early Prevention Conference was held on April 18, 1998, at the Bridges Learning Center. We hope to sponsor this event again this coming spring. It was the culminating activity for the Training for Trainers class and was a huge success. Each presenter was compensated for her presentation, and the impact this had on these great professionals was unexpected. None of them knew this would happen, and all were so grateful. Many teachers have donated additional time and talents to ensure the success of conferences such as the Colorado International Reading Association and the Parent Involvement annual conferences. Not only do they pay their own way to do this, but they must also pay the registration fees. This time, it was a great feeling to use the wealth of knowledge and skills in our community and compensate our own people for their good work!

"I haven't seen anything so powerful as a child working, reading a few books, and suddenly saying, 'Hey, I can read!'"
Early Prevention coordinator

- This fall the EP coordinator, with the help of Joy Perry of Otis and Pat Hale of Haxtun, will conduct the first "Literacy in the Classroom for Administrators" class. This two-day class, which is worth one credit from Adams State College, will include a comprehensive look at reading, early intervention, appropriate assessments, the latest research

concerning effective reading instruction in the classroom, observation techniques for administrators to support literacy teachers, and a detailed description of a primary literacy classroom. This will all be tied to the Literacy Act, HB-96-1139, the reading standards, and the necessity of reading acquisition for the successful attainment of the content standards.

- Otis R-3 was included and recognized as having a successful early reading program through *L is for Literacy, L is for Love*, which was published by *Partnerships*/Goals 2000 in 1997. The impact on staff in Otis Elementary was very positive, and they represented the Early Prevention program so well.

III. How Standards are Addressed

The Early Prevention for At-Risk Readers Program identifies and provides one-on-one instruction for students who otherwise might not have learned to read in first grade. Without this additional help, many of these youngsters would not be able to succeed in achieving the mandated Colorado Model Content Standards. The philosophy and methodology of the EP program reflects the latest research concerning effective practices in reading instruction, as well as the reading standards.

The Balanced Reading Program is now the goal of EP schools. This includes the recognition that basic skills/strategies are needed ingredients in a good literature-based reading program. Even preschool and kindergarten teachers recognize that early language development and phonemic awareness is necessary to produce "ready-to-read" first grade students. **The team is absolutely vital to ensuring literacy for all students.**

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

All kindergartners are assessed in May to determine at-risk characteristics that may impede their learning to read in the first grade classroom program. The assessment tool used is Marie Clay's *An Observation Survey of Early Literacy Achievement*. These assessment results are "housed" in the Title I room in each school. Data collection for these results has begun, but is making very slow progress. The EP coordinator will make this information available as soon as possible.

Each EP school places at least 20% of their most at-risk students in EP tutoring in September of their first grade year. Students are tutored until they are achieving at a satisfactory classroom level. This tutoring program is considered an Individual Learning Plan, meeting the requirements of HB-96-1139. All participating EP students are assessed with the *Observation Survey* again in January. The results of this assessment determine future placement. Ongoing assessment is done through Running Records by EP tutors. The results of this are kept in student logs. All first graders in EP schools are assessed in May with the *Qualitative Inventory* (1995), to determine second grade placement.

All EP students are tracked through the sixth grade. The criteria for evaluating progress is simple. We answer the following question: "In the upper grades are the students at grade level, in Title I or special education, being retained, or have they moved?" **This year, of the sixteen EP students who started the program during their first grade year (1994-1995) and who stayed in a school with an EP program, twelve are now reading at grade level. This is a success rate of 75%. The following year, forty first grade students entered Early Prevention. Of these students, who just started their fourth grade year, two have left, and thirty-one of those remaining are reading at grade level, a success rate of 82%.** In addition, we have noted that we seem to be successfully keeping the number of referrals to special education down, which makes it possible for special education teachers to more effectively help students who need more than just help in reading.

> Of the sixty-three non-special education students who were served in the two-year period between 1994 and 1996, forty-three are reading at or above grade level, nine have moved, nine are receiving help in Title I, and only two are currently in a special education program. Of the fifty-four children who entered Early Prevention after 1996, 80% of them are now needing no special help!

An exciting by-product of this program is that classroom teachers are recognizing the need for ongoing informal assessments such as Running Records in their classroom reading programs.

Program effectiveness is measured in each school through the assessments and classroom progress. However, we also encourage interested parties to contact the EP coordinator, Marcia DeGroote, for additional data on any students and their progress.

V. Dissemination

Our Early Prevention for At-Risk Readers Program is a project in progress. Now entering its sixth year for at least two schools, it has enjoyed consistent growing support and participation from teachers, principals, aides, parents, and school board members. Our small, isolated rural communities have learned about the program through the media, parent meetings, school board meetings, and general "talk around town."

The following dissemination plans are underway:

- The Early Prevention web page needs to be expanded.
- Presentations at schools, conferences, and special interest groups are ongoing and include the Title I Parent Involvement Conference (four times), the Alamosa RE-11J Title I Meeting in April 1997, presentations to Adams State Faculty on October 5 and 8, 1998 and Moffat District #2 on November 13, 1998, and at National Title I Conference in San Antonio, Texas in 1998.
- Informative newsletters were distributed to school administrators and staff with updated EP information and course offerings.
- The Early Intervention Conference was held on April 18,1998. We plan to do another conference in April 1999.
- The Parent Involvement Project "Partners in Language" is continuing at the Bridges Learning Center. Other school staff are invited to observe. "Partners in Print" kits are being shared throughout the BOCES.

VI. Lessons Learned/Continuous Improvement

As Early Prevention coordinator I have found that one person cannot "do it all". I have enlisted the help of an educator who has had experience with data collection and statistical analysis to evaluate the Early Prevention Project. With sixteen schools involved, and many variables involved in each of those schools, this task has not yet been completed. The data is available, and has begun to be collected. The need to ultimately do more than track students through sixth grade is of course apparent. Yet the process is slow. However, we feel we are beginning to make substantial progress in data collection and intend to do a credible job. The results will be based on the Marie Clay *Observation Survey* and the *Qualitative Reading Inventory-II*.

We are aware that the variables in student progress include the following:

- First grade teacher "buy-in." In three schools the first grade teachers would not participate in the training. In one school they did it under duress. This program depends upon the classroom connection. Hopefully we can find ways to encourage teacher involvement.
- Teachers and aides become tutors. Although we have excellent aide tutors, there are a few who still have difficulty with the decision making necessary for effective instruction. Clearly they need more support from staff.
- Administrative support. This has been very consistent. The overwhelming response to the class being offered for administrators has demonstrated that they take their role as educational leaders very seriously.
- School board support. This too has been excellent.
- Parent involvement. This is so vital to the success of a child's program. Where this is not available, schools are attempting to provide on-site support through volunteers and high school tutors.

We are continuing to explore ways to strengthen and assure the presence of all these variables.

Northwest Colorado BOCES

Equal Access through Integrated Instruction: Facilitating Learning for All Students in the Standards-Based Classroom

1996-1997 Grant, Year 2 Progress
$158,761

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Ms. Cynthia Bechtel; Colorado Department of Education; 201 East Colfax; Denver, CO 80203; (voice) 303-866-6717
Dr. Sue Bechard; Colorado Department of Education; (voice) 303-866-6933

I. Broad Goals

The overriding aim of the project addresses the need for interdisciplinary collaboration to provide equal access to a district's curriculum through integrated instruction and by providing accommodations to students who need them. Specific goals were:

- To develop model units of instruction and assessment that will address the unique learning needs of all students in the regular classroom.
- To identify concerns and obstacles confronting teachers in creating units for a standards-based classroom that facilitates learning for all. Based on these concerns, lessons will be developed that incorporate instructional strategies and methodologies, including accommodations proven to be effective with special population students and their general education peers.
- To make model units of instruction based on state and district standards and assessments available to teachers across the state through the Standards and Assessments Resource Bank at the Colorado Department of Education.
- To create a professional development package that will assist educators in understanding the unique learning needs of all students and in making decisions about appropriate accommodations students may need during instruction and assessment.
- To make the accommodations materials available to every public school principal in Colorado, as well as district and building educators.

II. Accomplishments

The project included two major phases which resulted in the following products: fifteen model units of instruction with aligned assessments and a video-based professional development module on accommodations. These accomplishments were achieved through very successful collaborative relationships. The model units were produced by Northwest BOCES in collaboration with Denver Public Schools, Brighton School District 27J, and Thompson R-2J. The accommodations module was developed in conjunction with Colorado Springs District 11 and Cherry Creek School District, and with the assistance of Helen Ryley, a member of the Colorado Staff Development Council.

For the model units phase, major accomplishments include:

- Sixteen writing teams made up of teachers from regular and special needs classrooms were brought together to share expertise and resources in developing integrated units of instruction. Teachers who participated in this grant developed units which were in-depth and included specific skills development and follow-up.
- Each team identified a content area (geography, history, mathematics, or language arts) and a grade level (elementary, middle school, or high school).

- Two successful training workshops (two and three days in length) were held on developing curriculum and assessments for integrated units in a standards-based curriculum. A final workshop was held to premiere the completed units, to display student work which resulted from the units of instruction, and to share success stories.
- The model units were submitted to the CDE Standards and Assessments Resource Bank for review. Through a juried process, eleven of the units were selected for inclusion on the CD-ROM and are now available on the CDE website.

For the accommodations module phase, major accomplishments include:

- Focus groups of educators and assessment coordinators met to discuss their concerns and questions about accommodations, resulting in a framework for the training module.
- National researchers were videotaped at the 1998 Large-Scale Assessment Conference (sponsored by the Council of Chief State School Officers), presenting the latest research about accommodations used during assessments.
- Educators and students in Colorado Springs District 11 and Cherry Creek School District were videotaped to demonstrate use of accommodations during classroom activities.
- A leader's guide and participants' handbook was written, following the Colorado Staff Development Council's *Guidelines for the Professional Development of Educators in Colorado*.
- The materials were reviewed by the Special Populations Assessment Task Force, which has broad representation from the educational community. The written material were also reviewed and edited by Dr. Martha Thurlow, Associate Director at the National Center on Educational Outcomes. Dr. Thurlow commented that *"this is an excellent product."*
- The training module, *Accommodations to Improve Learning and Performance*, was distributed to all elementary and middle school principals, to assessment coordinators, and to directors of special education. During the 1998-1999 school year, 1500 copies were distributed.
- Inservices on using the module were presented for educational consultants and supervisors at the Colorado Department of Education, for the Association of Colorado Educational Evaluators, for district directors and coordinators of special education, and for the Northwest BOCES.

III. How Standards are Addressed

Standards were addressed through this project in a variety of ways. First, the 15 model unit writing teams focused on standards developed by the Colorado State Board of Education and by local districts in the following content areas: geography, history, mathematics, reading, and writing. These standards were integrated into units developed for elementary, middle, and high school levels. The units also incorporated information from *Opportunities for Success* (Colorado Department of Education, 1996), a manual which provides suggestions on how to help students in special populations meet standards. The units demonstrate how instruction on essential learnings can be incorporated with instruction on academic content. In addition, recommendations for accommodations and modifications of the unit were provided, so that all students—including students with learning challenges—have equal access to standards-based instruction and high expectations for achievement.

Second, *Accommodations to Improve Learning and Performance* specifically targets how accommodations can be used during instruction and during classroom, district, and state assessments to help all students meet standards at higher levels of proficiency. It particularly addresses teaching strategies that have been classroom-tested and assessment strategies that are research-based. One participant, Roberta Ford, a Colorado Teacher of the Year and recipient of an award for co-teaching from the North Central Association, shared many of her highly successful strategies for the program. Her enthusiasm for helping students attain proficiency on standards is contagious, and her advice provides the theme for the project: *"Leave nothing to chance when it comes to helping students succeed."*

> As a result of this project, districts, and schools have tools to ensure that all students are receiving instruction and assessments based on standards and to eliminate barriers to students' learning and performance.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The Model Units

The *Partnerships*/Goals 2000 funds supported the training for curriculum writing teams from metropolitan, suburban, and rural school districts. Expenses were paid for participants to come together to attend a total of six days of training.

The first training session reviewed the standards, assessments, the Special Populations Task Force, and *Opportunities for Success* manual. Team building was emphasized, as the teachers had not generally worked in an interdisciplinary structure to develop curriculum. The training also addressed integrating the essential learnings (those skills necessary for a given special population to maximize their educational growth and development) from *Opportunities for Success* with content standards in a unit of instruction. The training facilitated team development of knowledge, skills, and strategies for aligning the curriculum to local and state standards and assessments while incorporating essential foundational skills for special populations.

The second training focused on assessment strategies, including authentic assessments and the scoring rubrics. The writing teams discussed issues relating to the assessment of students with limited English proficiency, students with gifts and talents, and students in special education and Title I programs. The "critical friend" model was used to critique the ongoing work.

During the spring of 1997, the grant helped to support team leaders who traveled and met with writing teams for feedback and assistance. Support team leaders also visited classrooms during pilots of the units. The units were field-tested on 658 students. Collectively, the units covered 287 days of instruction. Teachers solicited student input in order to make modifications in the instructional unit. The final conference day used grant funds to support dissemination of the units among the teams.

Each team kept a journal documenting the team-building process, and the development, implementation, and evaluation of the unit. The journals were analyzed by Dr. Deana Sands of the University of Colorado at Denver and Ms. Cynthia Bechtel of the Colorado Department of Education. Teachers clearly felt that the *Partnerships*/Goals 2000 grant had provided them opportunities to develop meaningful standards-based curriculum they would not have otherwise had.

The Accommodations Module

Partnerships/Goals 2000 funds were combined with funds allocated through the Federal Office of Special Education Programs to support this phase of the project. Specifically, the *Partnerships*/Goals 2000 grant provided for the design and writing of the materials by Helen Ryley, a member of the Colorado Staff Development Council. Her responsibilities included the following: one, log and organize videotape footage; two, write the narrators' script for the video; three, organize written content for support materials; four, develop the content and layout of the leader's guide and participants' handbook; five, assist in the focus group review of the materials; and six, assist in the editing of the video and written materials.

> The result of this successful collaboration is a high quality professional development tool which will help provide equitable educational experiences for all students. Preliminary evaluations indicate that the materials will be valuable to teachers and will provide assistance on a topic on which there are currently few resources. One special education coordinator wrote, "*I'm extremely impressed and will go back to my district inservices coordinator to let her know we should set up training for all teachers.*"

Ms. Ryley's participation with the project ensured that it met standards for high quality professional development. The materials are designed so that learning, reflection, and practice can be sustained over time. The content is organized into five units that can be used flexibly. The five units address issues critical to the understanding and appropriate provision of accommodations in instructional and assessment situations. The information focuses on student achievement and the strategies necessary to determine if increased learning and performance is resulting from the accommodations used. Topics such as rationale, research, accommodation suggestions, evaluation of accommodations on student achievement, and a decision-making process are

included. The materials contain many activities that bring the knowledge and skills into classroom practice and provide for discussions among educators throughout the learning process. The module provides a strategic tool to facilitate school reform and is supported by national research, and state and district policies.

Funds from special education provided for part of the production costs of the videotape, along with generous in-kind contributions from Colorado Springs District 11. The materials and printing costs of the written materials were also covered by special education dollars.

V. Dissemination

Of the fifteen model units of instruction submitted to the Standards and Assessment Resource Bank for review, eleven of the united were selected for inclusion on the CD-ROM. To date, 1098 copies of the disks have been disseminated. The information on the CD-ROM has now been transferred to the CDE website. In addition, the model units have been used in university teacher training programs, as well as in-district and cross-district inservices. Participants from the writing teams presented the units at the 1997 Standards and Assessment Conference.

Accommodations to Improve Learning and Performance is being published at this time, and copies will be mailed to every public school principal in Colorado, beginning with elementary and middle school principals. The modules will also be distributed to assessment coordinators, directors of special education, the Standards Implementation Advisory Team, and the Special Populations Task Force, educational consultants and supervisors at the Colorado Department of Education, the Association of Colorado Educational Evaluators, district directors and coordinators of special education, and the Northwest BOCES. It will also be the topic of presentations at the 1999 CEC Courage to Risk Conference, the National AERA (American Educational Research Association) Conference, at a meeting of the Council of Chief State School Officers' State Collaborative on Assessment of State Standards, Assessing Special Education Students, and the Colorado Annual Standards and Assessment Conference.

VI. Lessons Learned/Continuous Improvement

While the lessons learned were numerous, there were some that stand out as the most compelling.

The model unit writing teams discovered that working on an interdisciplinary project was logistically challenging. The amount of time needed and the difficulty involved in scheduling meetings were daunting. This type of activity would be best accomplished during the summer months. Up-front planning is critical, and expectations, roles, and desired outcomes need to be clearly stated at the beginning of the project.

The video-based accommodations project provided challenges in the areas of technology, coordination, and productions. We learned that it really does take about an hour of work to produce one minute of video, and it is far easier to tape "talking heads" than to capture interesting and interactive classroom activities.

High quality professional development occurs over time when educators have the opportunity to learn new skills, try them out, reflect on the results, and share their experiences with their colleagues. Designing a program which provides these opportunities, yet can be delivered efficiently and within the restrictive time allowances most schools have for staff development is one of the greatest challenges we face in promoting standards-based practices.

Pikes Peak BOCES
West Valley Alternative High School
Development of a Standards-Based, Integrated Curriculum
1996-1997 Grant, Year 2 Progress
$42,200
1997-1998 Grant, Year 1 Progress
$44,700

Partnerships/Goals 2000 goals addressed:

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Larry Cutter; Principal; Pikes Peak BOCES; West Valley Alternative High School; 2340 Robinson Street; Colorado Springs, CO 80904; (voice) 719-635-1371; (fax) 719-635-8560

I. Broad Goals

- Develop standards-based, integrated curricular units for students in grades 9-12.
- Develop assessment rubrics for integrated units.
- Provide staff development training in standards-based assessment tools.
- Provide drug/alcohol counseling services for at-risk high school youth
- Involve community partners in ongoing curriculum development.

II. Accomplishments

- Four standards-based integrated curriculum units with assessment rubrics were developed.
- Staff members received training in O'Rourke's Assessment Academy I &II.
- Ongoing weekly on-site counseling services provided by El Paso County Department of Health and Environment.
- School advisory committee formed consisting of business community members, parents, students, and representatives of community organizations.

III. How Standards are Addressed

The development of interdisciplinary curricular units was intended to provide students with educational experiences they find relevant to "real life," yet provide reinforcement of Colorado Model Content Standards. All interdisciplinary curricular units are based on model content standards in reading/writing, math, science, and social studies. Additionally, workplace standards identified and supplied by the Colorado School-to-Career Partnership have been incorporated into interdisciplinary units. Interdisciplinary units developed thus far include "Simulated City," "Financial Planning," "Living on Your Own," and "Taking Action: Goal Setting."

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

West Valley has successfully built a foundation for standards and assessment implementation in an alternative high school setting. Standards-based discourse has taken hold among staff, students, parents, and West Valley business partners. The most telling impacts of the efforts of the West Valley school community are illustrated by parent/community involvement in the school and with student attendance and achievement data.

During the 1997-1998 school year, West Valley successfully involved every student's parents in conferences to discuss the student's progress with a standards-based curriculum. Student attendance

data represent another mark of the school's success—an average daily attendance of 85% (compared to an average rate of 60% for students prior to their enrollment at West Valley).

These data provide an indication of early positive impact on student success as a result of West Valley's *Partnerships*/Goals 2000 initiative. The next step ahead for the West Valley staff is to develop additional summative and formative evaluation tools to measure other impacts on student learning and achievement.

Student achievement also improved for West Valley students during the 1997-1998 year. On average, students earned 5.2 credits during the 1997-1998 school year compared to an average of 2.6 credits during the year prior to their enrollment at West Valley.

V. Dissemination

- West Valley interdisciplinary units submitted to Standards and Assessments Resource Bank.
- Student achievement data/program descriptions disseminated to 15 Pikes Peak BOCES member school districts.
- Dissemination of West Valley program information at Colorado Alternative School Teachers and Administrators Annual Conference during October 1998.
- Sharing of West Valley curricular units with other Pikes Peak region alternative high school programs.

VI. Lessons Learned/Continuous Improvement

The primary lesson learned by the West Valley staff during the *Partnerships*/Goals 2000 project is that much more work must be done addressing the foundation skills that alternative school students must develop before additional achievement in standards-based curriculum will be gained. The West Valley staff has identified the following foundation skills that will be targeted for development with West Valley students during the 1998-1999 school year: personal organization and goal setting skills, teamwork, healthy interpersonal relationships, conflict resolution and anger management skills, and substance use refusal skills.

West Valley will address the development of these foundation skills by integrating programs designed to enhance this skill in regular curricular offerings. Additionally, West Valley will seek grant funds during the 1998-1999 school year to establish an on-site tutorial program and expanded mentoring program with the goal of providing students with more one-on-one academic coaching and support. Results of these efforts will be disseminated through the same avenues as previously described.

Poudre School District

Professional Development Implementation/Enhancement Grant

1995-1996 Grant, Year 3 Progress

$99,873

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Ann Foster; Director, Research and Development Center; Poudre School District; 2407 LaPorte Avenue; Fort Collins, CO 80521; (voice) 970-416-3582

I. Broad Goals

- Develop and implement standards-driven pathways in math and science to allow for success for all students.
- Integrate math and science curricula.
- Promote communication among stakeholders both district-wide and within the community.
- Promote collaboration among schools in the use of integrated math and science concepts.
- Enhance student motivation and achievement in math and science.

II. Accomplishments

- A new earth science course of study was written.
- Pilot geo-science course at RMHS has been aligned to the state standards.
- The initial geo-science course became the foundation for district earth science courses.
- Small-scale science development and training extended into physics, geo-science, and biology.
- Teachers had training to use TI 82 calculators.
- Curriculum was addressed in standards-based thinking prior to formal district involvement in standards work, allowing a smooth transition in math and science.
- The CONNECT Advisory Committee, which started as the *Partnerships*/Goals 2000 Advisory Committee, has resulted in community support for the work in math and science.
- Partnerships with the Rocky Mountain Teacher Education Collaborative (RMTEC) and the Center for Science, Math, and Technology Education (CSMATE) at Colorado State University have continued.

Advisory committee members have agreed to continue the work on math and science issues with the district and CSMATE past the grant funding period.

III. How Standards are Addressed

The grant was funded prior to the district formally addressing the math and science standards. As a result of staff training, cross-discipline dialogue, and curriculum review, movement to a standards-based approach in math and science has progressed smoothly. An example is the initial pilot of geo-science, the first effort to address earth science standards comprehensively in the district. The pilot is a direct result of the grant that provided time for high school teachers to study the science curriculum thoroughly. The curriculum served as the foundation for the current earth science curriculum used throughout the district.

Level testing in math and science continues to be used and refined throughout the district. The tests are based on board-adopted standards and provide benchmarking for the district, schools, grade levels, and

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courses. The teachers involved in staff development offered through the grant helped develop the assessment and participated in piloting the work.

Glencoe Science Interactions materials were piloted to assess their effectiveness in meeting the goal of further integration of the sciences. Extensive study was conducted on the pilot, and teachers found that the materials did not comprehensively cover the topics at an appropriate level. Therefore, teachers elected to look at other sources of material for science instruction.

IV. Impact of *Partnerships*/Goals 2000 Funding and Evaluation of Progress

The grant provided initial standards training for teachers through a variety of meaningful topics including moving to a standards-based approach; developing assessments; and practicing specific content analysis and cross-discipline dialogue. The inservices were planned and conducted by teachers and CSU faculty working in partnership with one another. The strong partnership with CSU continues with teachers working at the Center for Science, Math, and Technology Education. The importance of time for teachers to work together cannot be overstated. The grant provided opportunities for teachers to work and learn together discussing issues and successes. This is a key professional development need that results in better teaching practices and improved content knowledge.

The community collaborative that began with the funding also continues. The community advisory committee works in partnership with teachers and district level staff to support efforts in math and science and, most importantly, to educate the community.

Extensive evaluation was conducted on the integrated science pilot. Parents, teachers, and students were surveyed. The survey analysis supported the decision to end the Glencoe pilot in favor of locally developed materials and other publishers' texts. Fifty percent of teachers affected by the pilot agreed to work on an integrated science process. This high level of involvement indicates the widespread influence of the activities.

V. Dissemination

In addition to sharing information on this project through CSMATE at Colorado State University, the project also utilized a newsletter and website to inform interested staff in other districts.

Teachers rated the professional development offerings high, finding them useful for their classroom application and for increasing their knowledge of subject matter. Inservices taught by peers were found to be effective for both the presenters and the participants. Presenters indicated they learned by planning the activities, and participants indicated they learned from the opportunity to work with peers.

VI. Lessons Learned/Continuous Involvement

Community involvement, if meaningful, is long term. Community members are truly interested in math and science content and instruction. They are also willing to help do outreach activities, provide feedback, look for corporate support, and, in general, work toward high quality math and science coverage.

Another long-term learning came from teachers' experience with planning. When teachers initially received this grant, it allowed them to have cross-departmental meetings, examine curriculum from other areas, and have dialogues about similarities and differences. Math and science departments were able to gain in-depth understanding of each other's areas. Without the infusion of the grant money for release time, it has once again become problematic for teachers to work reflectively together.

Change to a standards-based approach takes time and continual reinforcement. New teachers need the same grounding as teachers who began the transition toward standards. Refining and updating curriculum is an ongoing process.

Pueblo School District #60
PEEKS
Pueblo Early Education Kids Screening
1995-1996 Grant, Year 3 Progress
$89,766
1997-1998 Grant, Year 1 Progress
$147,738

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Renie Tagliatela; Child Find Coordinator; Pueblo School District #60; 1101 Berkley; Pueblo, CO 81004; (voice) 719- 544-8633

I. Broad Goals

- Ensure that all children enter school ready to learn.
- Provide appropriate, inclusive preschool programs.
- Provide appropriate interventions for those children identified with special needs.
- Bring the preschool curriculum for three-year-olds into alignment with standards.
- Provide ongoing training for community and school professionals and parents in order to ensure appropriate interventions and curricula.

When children enter school ready to learn, they are ready to begin addressing standards. Continuous assessment of the preschool curriculum for the three- and four-year-old preschoolers assures that those children are mastering the skills needed to enter the kindergarten classroom. Training provided for professional staff development and for community professionals ensures that the most recent information regarding infant, toddler, and preschool development is used throughout the community for our youngest students. At all times, the school district, community professionals, and school staff are accountable to the parents, community at large, and to the state for providing the best early education possible for Pueblo's preschoolers.

II. Accomplishments

- Provided three inclusive preschool classrooms for three-year-olds.
- Provided developmental screenings for children from birth to six years of age and multi-agency play-based evaluations for children birth to age three.
- Provided play groups and therapy groups for children in natural settings, focusing on, but not limited to, the need for better communication skills between parents and their children and instruction of parents and teachers in how to increase expressive and receptive language skills in toddlers and preschoolers.
- Provided a *Parents As Teachers* curriculum for teen parents at one of the high schools, teaching these young parents developmentally appropriate play and interaction with their infants and children.
- Provided ongoing training for school professionals, staff, community professionals, and parents regarding safe schools and early intervention methods.
- Provided a preschool teacher's retreat, which addressed use of the Child Observation Report (COR) and High Scope Curriculum with the LAP test for special education and transitioning to the

kindergarten curriculum. The LAP test is used to determine the developmental progress of students.

- Collaborated with other organizations and developed a Children's Summit, to address the gaps in services and resources for Pueblo's very young children. Also addressed violence prevention, health needs, and safety issues.
- Evaluated and disseminated the knowledge gained from these interventions with the community at large.

III. How Standards Are Addressed

Learning begins the day a child is born. The PEEKS project addresses early childhood education and intervention for young children with special needs. The assessment guidelines state that **all children** will meet standards; this includes children with special needs. Preschool prepares children for the kindergarten classroom. They come to school **ready to learn**. Children who have had a preschool experience enter the classroom familiar with classroom routines. They are ab'e to stay on task and have experienced a curriculum which prepares them for reading, math, and science.

Communication, the ability to use words to express thoughts, is quite simply using symbols for objects, just as letters and words are themselves symbols for objects and thoughts. Reading begins with the acquisition of language. Ninety-six percent of those children referred for further evaluation and services require speech/language interventions, so interventions for those children with special needs ought to start as early as possible. Tools like play-based assessments evaluate where a child has strengths and where there is need for intervention. Then, for example, children who have speech delays and receive services early on have an advantage in the academic world. They enter the classroom able to make their wishes known and can understand what is being said to them, rather than waiting until they are in preschool or kindergarten to begin to learn.

PEEKS also focused on training, the bringing of pertinent information to preschool staff, school professionals, and parents. Increasing our own knowledge base increases our ability to provide the best academic setting and services for young children.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Since the 1995-1996 school year, PEEKS has continuously addressed the needs of very young children; focusing on gaps and barriers in services and resources, beginning with infants and toddlers and expanding our project over the years to include children up to age eight, using the federal guidelines for and definition of early childhood. At the heart of the project has been the precept, as stated by the *Goals 2000 Educate America Act*, that by the year 2000 every child will enter school ready to learn. Children who are ready to learn are ready to address standards.

PEEKS has developed a family-friendly screening process, moving developmental screenings out into community-centered sites. That simple process of being in the community, physically present in neighborhoods, has raised community awareness of the need for services for young children. Multi-agency evaluations have brought community agencies, public and private, into a close working relationship with the school district. After working together as an evaluation team, individual therapists feel more comfortable approaching school specialists with their reports of progress and areas of concerns prior to staffings.

Through PEEKS funding and with the collaboration of Headstart, District #60 was able to hire a school psychologist with an emphasis on early childhood. Her expertise has proven invaluable, especially when faced with the growing number of preschoolers exhibiting aggressive and oppositional behaviors in the classroom. PEEKS was also able to bring a nationally recognized authority on violence prevention in the preschool classroom to Pueblo for the first annual Children's Summit. It was truly ironic that on the morning Dr. Ron Slaby was addressing District #60 administrators, police, and sheriff's department

personnel about violence prevention in the classroom, two young boys were firing on their classmates in Jonesboro, Arkansas.

The Colorado Preschool Program Act mandates that there will be programs for three-year-olds. PEEKS was able to provide three classrooms for 102 students. We were fortunate that this progress report is being completed after the 1997-1998 school year begin, as we have been able to gather anecdotal accounts about the impact of the three-year-old program on the four-year-old preschool program. Preschool teachers receiving children who had been in the three-year-old program were asked to compare those children with children entering the four-year-old program without having attended a program for three-year-olds. Anecdotal data collected in the first four weeks indicates that:

1. The continuing four-year-olds were able to enter into the classroom routine and transition with less disruption than the first-time four-year-olds.
2. The continuing four-year-olds were able to recognize numbers and letters on a more consistent basis than first-time four-year-olds.
3. The continuing four-year-olds were more sociable and interactive with peers and preschool staff than first-time four-year-olds.

Parent surveys were taken at the end of the 1997-1998 school year regarding the three-year-old preschool program. Ninety-six percent of the parents surveyed were very satisfied with the program. Eighty-seven percent felt the program needed to be longer than two hours per day, two days a week.

Another research project evaluated the impact of early speech/language intervention for four-year-olds. The question was asked: Do those children between three and four years old, who were identified as having a speech/language delay, and who have received intervention services, have a more positive interaction with preschool staff then those children who have not received services? Qualitative data was gathered through a five-question survey and interview process with preschool staff. Six preschool classrooms with a total of 90 students were included in the study. Of those, 12 students were identified with speech/language delays. Five had received early intervention services; seven were identified after entering the preschool classroom.

Those children who were identified after entering preschool tended to play more by themselves and were less interactive with their peers and preschool staff than those children who had received early intervention services. Also, those children who were identified after entering preschool were more easily frustrated and tended to express anger more often when compared with those children receiving services. Although the sampling was small, conversation with preschool teachers describe similar comparisons.

A long-time dream was realized this year when we were able to establish a *Parents As Teachers* curriculum in one of the high schools. The *PAT* educators were staff from the Pueblo City/County Health Department. Their program included a classroom curriculum and an individual intervention session with teen parents who were attending Central High School and had their infants in the nursery housed at Central. Parents are their child's first teachers, even very young parents. The program emphasizes communicating with "your baby," and reading to the baby is a basic part of communicating. All ten mothers and one father who began the program successfully completed it. PEEKS is just beginning a longitudinal study of the impact of *PAT* on those infants, with the intent to follow them into the first grade.

Preschool is exactly that, the precursor to school. On May 5 and 6, 1998, we had a preschool teachers' retreat to address the policies and procedures around children with special needs and typical students in the preschool classroom. We worked on resolving the LAP and COR, which are both instruments used to measure an individual child's developmental level, and beginning the transition process into kindergarten. Many kindergarten teachers, when receiving children who have been in preschool, do not ask to look at the COR nor do they wish to discuss individual children with the preschool teacher. The May 1998 retreat laid the groundwork for a full-day retreat in November 1998 with all kindergarten teachers and preschool teachers. Ideally, this retreat will improve the interaction between these teachers and support students even further.

PEEKS has provided training centered on sensory integration. Children who cannot organize themselves in relation to where they are in time and space cannot organize themselves to attend to academic tasks. Children who are sensory defensive have disruptive behaviors in the classroom. The training as to appropriate interventions and accommodations for those children was open to preschool staff from both districts #60 and #70 as well as professionals from the community.

V. Dissemination

Over the past three years, the project coordinator for PEEKS has served on four collaborative community-wide councils. These councils are dedicated to increasing the resources and services for Pueblo's families. Through this network of contacts, the word has gotten out into the community about Child Find and the school district's preschool programs. Community agencies, public and private, are aware of the need for early interventions, the need to provide preschool for three-, as well as four-year-old children, and the need to educate parents about their child's growth and development and the value of a stimulating environment. The project coordinator is also the Child Find coordinator for School District #60, and in that capacity will continue to serve on those councils after the project year draws to a close.

PEEKS participated in developing and presenting the first annual Children's Summit in Pueblo on May 20, 1998. Over 275 persons attended, and we were pleased to have television and newspaper coverage of the event.

The PEEKS Committee has taken on an added role as advisory council for the Developmental and Evaluation Clinic for the City and County of Pueblo. This committee was chosen because of their familiarity with Child Find, developmental issues, the multi-agency evaluation process, and early intervention resources. In this way, the work begun three years ago under the 1995-1996 PEEKS project will continue to find, identify, and refer for services those children with special needs.

All of our training has been open to the community, to public and private providers, parents, and other school districts, as witnessed by the participation in the Children's Summit by persons from Fremont County, La Junta, and Colorado Springs.

Products/processes/models:

- Development and Evaluation Clinics.
- The Children's Summit II, addressing increasing populations of young families, plus services and resources for very young children.
- The Hanen Program, child-centered communication.
- Play groups teaching our parents how to play with their children and children how to socialize with other children.
- Sensory Integration Workshops. If students cannot locate themselves in time and space, they cannot attend to academic tasks.
- Multi-agency, trans-disciplinary evaluation teams.
- *Parents As Teachers* curriculum in the classroom.

IV. Lessons Learned/ Continuous Improvement

Early childhood education remains an enigma to many educators. They have a hard time envisioning how preschool has anything to do with standards. We are sharing information through conferences, workshops, and personal contact with the educational community regarding the impact of early childhood education on education as a whole. What happens in the preschool years does affect how well a child attends to his/her education in the future. We needed to be addressing the connections between preschool and the higher grades sooner.

Under the heading of sustainability, the PEEKS Committee is developing a strategy of presenting information to the school board and state legislature to address, one, the need for continuous funding for these preschool programs, and two, the need to expand the current programs to include more than just

20% of the four-year-old population and 10% of three-year-olds. Again, sooner would have been better, but we have also learned that numbers and data are needed to back up any argument for expanding programs.

At the beginning of each school year, the PEEKS committee reviews the past year's projects and looks to see how we can build on the previous year. We began in 1995-196 by focusing on primarily on children with special needs under the age of three. Over the past three years, our focus has broadened to include services and resources for all children age six and under. It is our goal to include the first grade teachers next year in the same transition process we are beginning to implement this year with the kindergarten teachers. From preschool to kindergarten is a big step, from kindergarten to first grade is another. We need to know what is expected at each level so that our youngest students have the best opportunity for success throughout their first years in school.

Each year, the community of Pueblo builds on its capacity to meet the needs of young children. Each year more professionals become aware of early childhood education and what it means to the future of our community as a whole. Every child should enter school ready to learn.

Rio Blanco Re-1 School District, Meeker

Local Educational Reform: Implementation of Standards-Based Education In the Classroom for All Students

1995-1996 Grant, Year 1 Progress
$31,521
1996-1997 Grant, Year 2 Progress
$49,522
1997-1998 Grant, Year 3 Progress
$57,558

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Karen L. Benner; Superintendent; Rio Blanco School District Re-1; P.O. Box 1089; Meeker, CO 81641; (voice) 970-878-3701

I. Broad Goals

Standards-Based Instruction in Classrooms

- Teachers base instruction on adopted standards by designing learning opportunities and assessments around the body of evidence model.

Alternative Assessments Drive Instruction

- Teachers utilize a body of evidence to evaluate student progress and to drive further instruction. Multiple assessments measure student proficiency levels.
- Evaluation and selection of standardized alternative assessment instruments for district-wide use to measure student proficiency levels in core content areas.

All Students Have the Opportunity to Achieve the Standards

- Accommodation and multiple strategies to meet needs of diverse learners are built into classroom instruction.

Staff Support for Implementation of Standards-Based Instruction

- Development of instructional strategies and alternative assessments by content-area and interdisciplinary teams. Staff training and networking with other exemplary programs sustains progress toward full implementation so that standards-based practices become the norm.

II. Accomplishments

Standards-Based Instruction in Classrooms

- K-12 alignment of district curriculum with state standards in all core content areas has been completed. Additionally, proficiency levels for the language arts standards have been adopted at the high school level. Proficiency levels for elementary and middle levels are nearly completed.
  - Staff members serving on K-12 content-area committees conducted the alignment process. By going through this process, the staff are intimately involved with how the local curriculum and state standards support each other. Classroom instruction is more focused on what students are to know and be able to do. As a result of having those responsible for delivering the instruction of the standards actually do the alignment, staff knowledge and ownership in the district's curriculum and standards is very high. Additionally, through the K-12 vertical articulation process, communication across grade and building levels continues to be enhanced.
  - Student proficiency levels in reading were profiled for primary students. These were reported to parents at parent/teacher conferences and summarized at year-end.
  - Students are required to demonstrate proficiency in earth, physical, and life science. This may be accomplished through course completion or successful demonstration of competency in each area through the test-out option, taken twice a year.
  - Curriculum/standards alignment of the second-tier content areas (physical education, visual arts, and music) have been drafted. Final adoption will be completed in 1999.
- All staff members have been trained in designing instruction around the content standards and have skill in designing instruction using the bodies of evidence model which includes the demonstrated ability to:

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- Develop a body of evidence plan around one or more content standards and to implement the plan in the classroom.
- Design instructional components and implement the plans, including the use of a performance task and an evaluation rubric.
- Evaluate and profile individual and class progress on the standard(s).
- Evaluate the strategies used to ensure that all students have ample opportunity to achieve the standard(s).
- Share the implementation plan and results with content or grade-level teams or building staff.
- During the past year, teachers in all content areas designed instruction around the standards on a regular basis.

- All building administrators were trained in "Facilitation and Evaluation of Teacher Performance in a Standards-Driven School," provided through Northern BOCES.
- The administrative team participated in three training sessions that included:
  - data collection in a standards-based learning environment,
  - coaching diverse teachers in a standards-based learning environment, and
  - data-driven supervision in a standards-based learning environment.

Alternative Assessments Drive Instruction

- Teachers implemented performance tasks using purchased task banks from CTB McGraw, locally developed performance tasks, and those accessed through CONNECT, Geography Alliance, and other schools.
- Primary teachers used running records to profile student progress in reading. These records were used for instructional planning and parent conferences. Levels of proficiency results were used for end-of-year accountability reporting. Teachers monitored student progress toward proficiency in literacy.
- The elementary staff piloted three major informal reading inventories. The Flynt Cooter instrument was selected as an element in the body of evidence to determine proficiency in reading for K-3 students as well as for fourth and fifth graders.
  - Proficiency levels were established from the Flynt Cooter levels for each grade. These proficiency levels were analyzed for reliability by comparing student performance on the ITBS, level tests from the adopted reading program, and regular running records.
- Comprehensive, multi-task assessments were developed for earth, physical, and life science to be used for a test-out option at the high school level. If a student demonstrates competency on the assessment, the student may opt to not take the required basic high school course, but advance to the next level of science courses instead.
- K-12 writing rubrics based on the Six-Trait Writing Model are being implemented in all language arts classrooms.
  - All K-12 language arts, social studies, and special program teachers were comprehensively trained in the Six-Trait Writing Assessment process. A pre- and post-assessment was piloted spring semester, 1998. A cadre of teachers is skilled in scoring writing samples for district-level reporting.
- High school students demonstrate proficiency in language arts by meeting the criteria established in their grades 9-12 portfolio.
- A district-wide generic rubric provides a framework for individual classes/grades to construct specific rubrics.
- Physical education, music, and visual arts classrooms use rubrics for scoring proficiency levels of student performance against the standards.
- Colorado Professional Standard #2, "School professionals use a variety of assessments to improve learning experiences," is included in the district's newly revised teacher evaluation document. Teachers endorsed the inclusion of this standard as a part of their professional standards in 1996-1997.
- Teachers are implementing the use of multiple assessments to determine demonstration of proficiency.

All Students Have the Opportunity to Achieve the Standards

- Extensive staff training was conducted over the entire school year. Teams of teachers attended conferences and training sessions, then cross-trained their colleagues in each school. Areas of focus included:
  - working with all students in mixed-ability classrooms
  - practical strategies for meeting the needs of difficult and at-risk students
  - working with oppositional/defiant kids
  - discipline with dignity
- Consultants worked in-district with all staff for comprehensive training on:
  - meeting the needs of all students in the classroom, presented by Dr. Kregg Thornburg, behavioral psychologist
  - learning styles in 21st century educational process/standards-based education, presented by Bryan Whiting, teacher and consultant

- A collection of resources and strategies was provided for each building as well as a reference packet for each staff member.
- Building assistance teams at each site met weekly to problem-solve and outline resources for classroom teachers to access to help students that were at risk of not achieving proficiency in core content areas.

Staff Support for Implementation of Standards-Based Instruction

- All staff members have had professional development in building bodies of evidence plans around standards. Each staff member has implemented several body of evidence plans and charted individual and class proficiency on a particular standard or cluster of standards. Standards-based practices in each classroom became more evident.
    - A reinforcement/support/retraining option was made available for staff who desired more training.
    - Teachers worked in grade-level or content-area teams to increase shared collaboration and support. Teacher competency in developing performance rubrics and alternative assessments, as well as entire units of instruction based on standards, was enhanced through this process.
    - In an effort to support teachers to accomplish this project, several options were available to them. Teachers either chose release time or were paid a stipend for the equivalent of two days to develop their projects. Additionally, some chose to visit exemplary programs in another district.
    - Principals coordinated and monitored efforts in their buildings, conferenced with their teachers, and fostered collegial support and technical assistance. Master teachers served as mentors.
- All staff members have had professional development in understanding and designing performance tasks and alternative assessments. Science and math teachers have attended the CONNECT training for scoring performance-based assessments in math and science. Science teams attended training sessions with teams of their own students through a regional CONNECT project on performance tasks and learning through projects.
- Several staff teams visited exemplary programs both in the metro area and on the Western Slope. Performance rubrics, classroom design models, and resources were accessed through these first-hand observations and discussions with teachers from other districts.
- The professional teacher evaluation document was revised, based upon Colorado's four professional standards. It was agreed by staff, accountability committee, and administration that our criteria for performance should be aligned with the standards, just like our student performance expectations. This document was adopted and implemented.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Due to declining enrollment and underfunding, our rural school district is realizing declining revenue. This makes it extremely difficult to provide adequate staff development and support without outside assistance. The district does not have the human and financial resources to entirely invent new models and strategies to achieve each goal. It must rely on tested innovations and practices of other districts, programs, and recommendations, learning from the work of others. Our district has wisely accessed and observed exemplary models and resources, modifying them to meet local needs. Staff has been able to network with consultants and outside resources; we have been able to locally provide outstanding workshops and training for staff in standards-based education.

> The *Partnerships*/Goals 2000 funds have provided financial support for us as well as a venue for networking with other districts and programs. Additionally, the *Partnerships*/Goals 2000 funds have afforded our staff time and support to discuss, collaborate, and reflect on their efforts to realize effective implementation of standards-based instructional practices in their classrooms. Collegial support, with occasional expert consultation, has strengthened their confidence, skills, and effectiveness.

An additional impact as a result of being funded by the *Partnerships*/Goals 2000 initiative, is the validation afforded our district and its staff that the direction outlined in our goals is credible and worthy. This recognition has positively benefited the district's focus on implementation of standards-based education with parents and the community. In the annual review of the district's long-range school improvement plan, implementation of standards-based education and alternative assessments in the classrooms was one of three targeted goals for the past three years. This designation/endorsement was prioritized by the annual community and parent review and ratified by the board of education. The teachers' efforts have also been validated by other districts looking to them for assistance.

The impact of *Partnerships*/Goals 2000 has been observed as teachers focus on best practices and research-based practices to bring standards into their classrooms. Staff development has been sequential and comprehensive as the professionals' skills and implementation spiral to greater application of standards-based instruction and learning in all classrooms.

Standards-Based Instruction in Classrooms

- All core content areas have aligned Colorado standards with district curriculum. District adoption for all core content areas has been achieved. Implementation of the standards is evident in all classrooms. Proficiency levels in language arts have been determined. Proficiency levels in the other content areas are being determined. All building principals include indicators of implementation of standards-based classrooms in their supervision/evaluation practices.
- In fall 1996, each teacher conducted a self-evaluation using the indicators as outlined in *Characteristics of a Standards-Based Classroom in Colorado*. These results were shared in small group discussions. Feedback from the focus groups showed that the majority of staff reported a high degree of knowledge about the elements of standards-based instruction. **Instructional strategies for a standards-based classroom were recognized as being the same strategies used by any good teacher who desires to meet the needs of students to insure their accomplishment of achieving proficiency levels.** Overall consensus by staff reported that most staff were at the "in transition" level, with a small percent at the "not standards-based" level and a small percent nearly achieving the "standards-based" ideal.
- In January 1998, those staff members who self-reported needing more training were surveyed following additional training/support. The scale from 5 (high) to 1 (low) revealed the following perspectives in response to various questions:

With the knowledge, skills, and tools that I have now, I can:

Explain what content standards are, what standards-based education is, and the rationale and need for standards-based reform.	3.9
Create and use an SBE unit organizer/curriculum map.	3.0
Differentiate between content-driven curriculum and data-driven curriculum.	3.1
Differentiate among various types of assessment and describe their purposes.	3.5
Design a performance assessment and rubric to assess classroom and district standards.	4.4
Successfully implement standards-based education in my role as an educator.	3.8

What experiences have been most helpful to you in understanding the elements of standards-based education?

- writing of rubrics to use for assessment
- visual organizers, bodies of evidence plans
- district training/workshops; discussing SBE with colleagues and authorities on the topic
- writing bodies of evidence

Which elements of standards-based education do you need to know more about?

- judging proficiency levels
- translation of rubric scoring into a report card grade
- using rubrics with students to reach desired proficiency
- management to teach all the standards with the time I have with kids

Completion by Staff of the Development and Implementation of Bodies of Evidence Projects

Year	Educational Level	Satisfactory Completion	Partial Completion	Non-Completion
1996-1997	elementary	100%	0%	0%
	middle school	54%	23%	23%
	high school	95%	0%	5%
1997-1998	elementary	100%	0%	0%
	middle school	73%	18%	9%
	high school	67%	33%	0%

Alternative Assessments Drive Instruction

First Grade Literacy Based on Individual Reading Inventory in May
Numbers below represent the percent of first grade graduates who had achieved these specific levels of independent performance.

Year	Skill	Pre-First Grade	End of Second Quarter	Mid-Year	End of First Grade or Higher
1997	word attack skills	2.0%	2.0%	12.5%	83.3%
1997	comprehension	0%	4.1%	14.6%	81.3%
1998	word attack skills	2.6%	2.6%	23.0%	71.8%
1998	comprehension	2.6%	0%	28.2%	69.2%

This data, along with other indicators, is used to determine student reading proficiency and individual student instructional needs for subsequent planning and program delivery. It is also used for parent and accountability reporting.

Colorado Student Assessment Program (CSAP)
Fourth Grade Reading and Writing

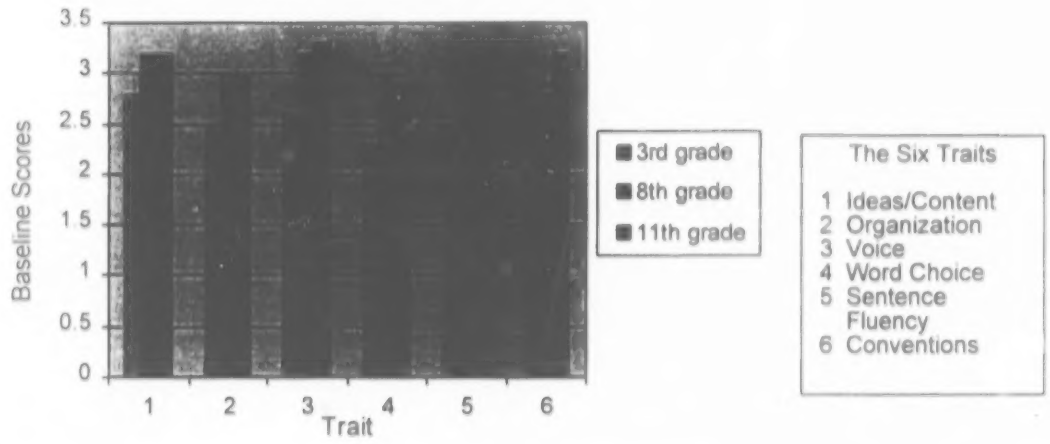
Subject and Year	Unsatisfactory	Partially Proficient	Proficient	Advanced
Reading, 1997	7%	19%	46%	29%
Reading, 1998	0%	16%	67%	16%
Writing, 1997	17%	47%	31%	5%
Writing, 1998	10%	43%	31%	16%

Performance tasks and performance-based and alternative assessments guide student instruction and progress through such additional examples as "problem of the week" tasks in sixth, seventh, and eighth grade mathematics and middle school Title I; applied learning practiced in high school geometry, applied mathematics, elementary school science, and middle school social studies; a middle school program of advanced mathematics placement; and an Accelerated Reading program for grades 1-3 AR Title I.

Staff Support for Implementation of Standards-Based Instruction

- Adoption of a comprehensive staff development plan, including standards for the professional and standards for the district.
- One hundred percent of the staff received comprehensive training in developing bodies of evidence, writing rubrics, and developing and scoring alternative assessments, as well as strategies for meeting the needs of all students. Implementation is evident through observation, portfolios, and interviews.
- Team planning, peer sharing and mentoring, and a collegial climate across grade levels and schools helped provide sustaining support.

Six Traits Writing Assessment Baseline Data
January 1998



What Scores Mean:

5-Strong	A very strong and controlled (though not necessarily perfect) performance. Individual and written with a specific audience and goal in mind. Significant details are used purposefully to enhance the writing.
4-Maturing*	A fairly controlled performance with strengths definitely outweighing the need for revision. Revision and editing are done with purpose in mind. Details are added for clarification. *Proficient
3-Developing	A balance between strengths and need for revision on this trait. Writer is taking control of the writing.
2-Emerging	A hint of things to come-shows promise, but the writer is not in control yet. The need for revision definitely outweighs strengths on this trait.
1-Beginning	A beginning performance. Great need for revision. The writer is still exploring—not in control of the writing yet.

V. Dissemination

Products and processes that we can share are:

- standards-based professional teacher evaluation document
- staff development plan document
- staff development design for implementation of standards in the classroom
- examples of bodies of evidence plans and performance tasks for all content areas
- alternative assessments for high school earth science and physical science
- test-out model for high school science proficiencies
- district curriculum and standards documents for all core content areas

VI. Lessons Learned/Continuous Improvement

Lack of adequate time is the greatest barrier. Although substitute teachers have been used to provide release time for faculty, it is difficult for staff to not be in their classrooms. Teachers have so many responsibilities that it truly is hard for them to redesign their instruction and assessments to the degree that many desire, or to accomplish all they would like to do regarding implementation of standards. This also impacts the timeframe for full implementation. We have found it necessary to revise our expectations several times throughout this process so that our staff does not get completely burned out. We have chosen to set a pace that keeps our progress going, but that also serves to support the positive energy toward implementation of standards-based classrooms.

A challenge will be to continue to maintain the momentum toward full implementation over the next several years. This will mean continued staff encouragement, recognition, and staff development opportunities. We have found that as we become more involved with our goals, more issues and questions arise, such as consensus on when and how the district will base reporting on student proficiency levels to parents and the public on a formal basis.

Selection of district-wide standards-based assessments is another incomplete goal. Although it would be optimistic that standards-based classrooms in all content areas would be the norm by now, we realize it is another two- or three-year process.

Acceptance that all students must have the opportunity to meet the standards is a challenge for staff. We continue to build on the concept of shared responsibility and the need to design all classroom instruction to meet the needs of diverse learners.

St. Vrain Valley School District RE-1J
The Aviator Partnership
1995-1996 Grant, Year 3 Progress
$77,707
1996-1997 Grant, Year 2 Progress
$62,600

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

- Improve student achievement based on district standards.
- Engage in data-driven dialogue and job-embedded professional development that focus on closing gaps in student achievement.
- Transform individual schools into learning communities that prepare and support educators to enable ALL students to reach high standards.
- Increase the connection between standards-based thinking, data, and results-based decision-making in school improvement, professional development, and instruction.
- Foster the transition to a standards-based classroom.
- Strengthen the principal's role as instructional leader.

II. Accomplishments

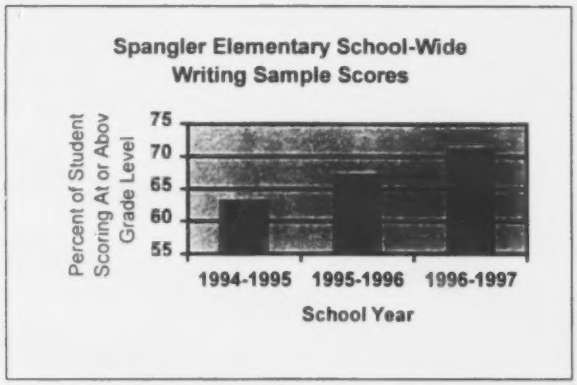
- The Aviator Partnership's focus on data collection, analysis, and alignment of classroom practices has created a demand throughout the system for data and strategies to improve instruction and student achievement.
- The Aviator Partnership's developmental, comprehensive design for school improvement has evolved into the district-wide structure for school improvement strongly supported by district leadership and the district's department of instruction.
- Aviator schools participated in schoolwide action research work with Bruce Wellman. Meeting throughout the year in both vertical and horizontal teams, they are becoming more proficient in analyzing student data and identifying effective instructional strategies to use to improve learning for ALL students.
- Augmenting assessment work done throughout the 1997-1998 school year, 180 teachers attended the week-long summer Hands-On Assessment Conference. Ann O'Rourke, Kay Cushing, Rick Stiggins, and Everett Kline facilitated efforts by school teams to develop valid, authentic classroom assessments. Follow-up activities are scheduled throughout the 1998-1999 school year.

In 1995-1996, three schools were involved in the Aviator Partnership project. In 1997-1998, seven schools—four elementary, one middle school, one high school and the Career Development Center—were involved, and the district plans to add two or three more schools to the project in 1998-1999. Aviator Partnership professional development activities have involved 23% of district staff. The project has affected 4000 students directly or indirectly. This includes 817 of the 4380 students who qualify for free and reduced lunch, and 85 of the district's 685 ESL/LEP students.

- Staff teams (65 teachers and 17 administrators) from across the district participated in a year-long study of teaching and learning through the Research for Better Teaching Institute (RBT). Thorough analysis of the data from this professional development effort validated its contribution to increasing collegiality among teachers and administrators as well as to expanding the repertoire of instructional strategies used by teachers in the classroom. Presentation of the data analysis process and evaluation report gave the district examples of effective questioning processes and information that can be derived from a variety of evaluation tools. This knowledge will be useful as the district works to strengthen the overall evaluation process for all professional development and school improvement efforts.
- The comprehensive professional development effort that began in 1995 through a focus on research and best practices has proven its effectiveness in achieving the broad goals of the project and in linking directly to dramatic increases in student achievement. Several district assessments (as shown below) corroborate this growth.

1997-1998 Terra Nova Results

	1997 scores				1998 scores			
School	Total	Reading	Language	Math	Total	Reading	Language	Math
Columbine	38	40	46	40	63	59	56	58
Loma Linda	49	50	56	49	57	53	55	54
Spangler	53	49	56	52	65	66	64	49



- A middle school standards-based report card is in the final stages of revision and pilot following a year-long effort in development, refinement, and initial pilot. The new reporting system has meant a dramatic paradigm shift for many staff and community members.
- Courses such as Facilitating Work Groups and Cognitive Coaching, implementation of the National Staff Development planning model (RPTIM), and focused collegial dialogue/problem solving continue to provide the foundation for clarifying school improvement goals. The focus is on increased student achievement and developing school-based learning communities.
- Aviator principals have become committed instructional leaders who model and support effective professional development. They coach each other and promote a collaborative culture in their schools focused on data and improved learning.

". . . an area of emphasis which continued to surface in all Aviator schools, no matter what their focus area, was data collection, analysis, and adjustment of classroom practices based on that analysis. We have to get very good at assessment and everybody needs to understand it. If we get really good at assessment, we are going to understand what program evaluation really looks like."

Noelle Branch, Director,
Elementary Education

III. How Standards are Addressed

The St. Vrain Valley School Board established two primary goals for the district: one, bring standards to the classroom, and two, improve student achievement. The challenge met by the Aviator Partnership was to design and implement a school improvement model to achieve these goals for ALL students. These goals guide all work in school improvement and professional development throughout the district. The questions emerging from the Aviator Partnership work at this juncture in its history are: How can good educational practice move beyond pockets of excellence to reach a greater

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proportion of students and educators? How will the district maintain and continually improve the progress toward standards-based education implementation and improved student achievement demonstrated by the Aviator Partnership schools?

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Impact of Funds

The 1995-1997 *Partnerships*/Goals 2000 grants for the Aviator Partnership provided the support needed through the RFP process to help our district frame the initial project and its goals. These grants also provided the seed money necessary to begin the lengthy process toward school reform. Absence of these funds during the 1997-1998 and 1998-1999 funding cycles has impacted the momentum of the project. However, the district is committed to continuing the results Aviator schools have achieved and to promoting the project from a "project status" to the district's structure for school reform.

Evaluation of Progress

The Aviator Partnership project was organized around the belief that evaluation is inquiry, a process for asking questions and seeking answers so continuous improvement becomes a part of our work with adults and students. Along with the traditional survey, end-of-activity evaluation, and questionnaire strategies, a comprehensive interview process was used to gather anecdotal progress data.
Year 2 and Year 3 Aviator schools report specific data related to improved student achievement in their targeted improvement areas. In addition, interviews with central office personnel, Aviator administrators, and teacher focus groups gave us information about project implementation and progress. Resulting common themes are highlighted in the following section.

Aviator teachers report that they are beginning to use reflective analysis of student achievement data to modify instructional practices. They understand the need for action research to determine whether changes in practice really impact student learning. Student data is being used to inform professional development decisions and as a focus for collaborative work among staff.

Year 1 schools are just beginning to develop the readiness and skills forming the foundation for change. Funding issues impact the extent of the progress in these schools compared with progress achieved in Year 1 schools during earlier *Partnerships*/Goals 2000 funding cycles.

Common Themes of Progress Across Aviator Schools

- Collegiality and collaboration is particularly strong in Year 2 and Year 3 Aviator schools. It is emerging in Year 1 schools.
- There is a definite shift to a focus on students and learning from teachers and teaching in these schools.
- By years two and three in the elementary schools, data is the driving force informing decisions for school improvement goals, instruction, accountability, and student learning.
- Students talk about standards, assessments, and rubrics with knowledge and ease in Year 2 and 3 Aviator Schools.
- Common planning periods are part of the horizontal collaboration time solution. Vertical collaboration is still difficult to accomplish.
- There are varied and multiple efforts in Aviator schools for parent connections in the real work of the school and for community involvement with and understanding of district standards, assessments, rubrics, and data.

The NSDC Conference dialogue process has proven to be an opportunity described by principals and teachers through which, *"We learn so much. It is invaluable time spent together. And it's tough. We are held accountable to learn and share our learning with others."*

- The RPTIM professional development planning process has been essential to successful change —particularly the readiness step.
- RBT creates high impact in the classroom for all administrators and teachers who take it.
- The Aviator Partnership and the district focus on student learning have generated an incredible demand for resources, particularly assessment data.

V. Dissemination

Summaries of the evaluation data have been presented to a variety of district and community groups including the district's Department of Instruction and the St. Vrain Board of Education. The Aviator Story booklet is in development now. The publication describes the Aviator Partnership for other schools in the district and encourages their future involvement. Another rendition of the booklet will be completed this fall to share the story with the community. The staff development office provides articles highlighting progress for the district "Highlights" publication on Aviator project activities and results. It also sponsors leadership seminars designed to spread Aviator learning through the district. *Partnerships*/Goals 2000 Networking Days are opportunities to share project successes statewide as are Colorado Staff Development Council meetings and other local, state, and national meetings. The project is just now maturing to the point that its success and potential as a model for improving schools and student achievement are apparent and validated by data. Dissemination strategies for this information are unfolding as we document success. Internet dissemination will evolve as the district web-site capabilities emerge.

VI. Lessons Learned/Continuous Improvement

- The complexity of school improvement and the comprehensive nature of the Aviator Partnership model has been difficult to capture and describe in ways that make it easily understood by others.
- Aviator school reform is costly and time consuming—and data tells us it is working particularly well at the elementary level. In order for the Aviator Partnership model to become a district-wide school reform structure, scaling-up issues to consider include:
    - Which district policies and practices specifically encourage and support new practices at the building level?
    - What modifications in professional development activities and delivery are needed to serve larger groups and to differentiate contexts from school to school and from elementary to secondary levels?
    - What organizational structures and incentives best motivate educators to engage in challenging practice?
    - What are the most effective (high impact, cost effective) elements of the Aviator Partnership model for achieving district/school improvement goals?
    - What are reasonable expectations for successful Aviator schools' contribution to the scaling-up process?
    - What support systems need to be in place to help Aviator schools continue improvement long-term?

> *"Data has helped us focus. It has made accountability easier. Data doesn't lie. We can't sweep it under the carpet when kids aren't doing well. Data about student learning has helped us collaborate in really effective ways as a team."*
>
> teachers at Columbine Elementary

Sangre de Cristo School District
Making Standards Work
1996-1997 Grant, Year 2 Progress
$25,000

Partnerships/Goals 2000 goals addressed:

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

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I. Broad Goals

- Establish and maintain clear standards for what students must know and be able to do.
- Align curriculum and instruction to standards and assessments.
- Prepare and support educators to enable students to reach high standards.
- Promote partnerships and establish links among the education (preK-16), parent, and business communities to support children and schools.

II. Accomplishments

- Adopted the Colorado Model Content Standards for all subject areas.
- All teachers are well into the process of aligning their curriculum to the standards and conducting standards-driven classrooms.
- Students have an awareness and an acceptance of standards-based education and are looking toward higher-level achievement.
- Though Sangre de Cristo School District is a small rural community, the greatest interest in the school has previously been sports programs. Now community leaders and members are showing an interest in standards-driven education and the impact it will have on improvement of student achievement.
- A contract with students who participate in both middle and high school programs has been completed and is the basis for monitoring student progress.
- The individualized course of study for each student is being implemented through the use of individual computers and distance learning programs in combination with traditional learning strategies.
- Preliminary program results from students, parents, and community representatives have been extremely favorable as to the quality of education being provided.

III. How Standards are Addressed

Standards-based education has been the focus of this entire project.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Sangre de Cristo School District was committed to standards-driven education, but with staff limitations and the full schedule allocated to a small school district staff, the task seemed insurmountable. With the aid of the *Partnerships*/Goals 2000 grant, the district has been able to plan and begin implementation of standards-driven classrooms.

The main thrust of 1996-1997 was planning the education reform with a goal of implementation in 1997-1998. The district adopted the Colorado Model Content Standards January 21, 1997.

One necessary component of the plan was professional development. Most of the educational staff took the opportunity to attend conferences; a two-day inservice for all educational staff was conducted by the Center for Performance Assessment, and all teachers will be making an on-site observation of a district that has succcessfully implemented standards-driven classrooms.

A second component was allowing teachers release time to begin aligning curriculum to standards in all areas.

The third component consisted of community involvement. Meetings with community leaders and members were held to increase their awareness of *Partnerships*/Goals 2000, Colorado Model Content Standards, and standards-driven classrooms.

All teachers, staff, community, and students have demonstrated enthusiasm toward the idea of standards-driven classrooms. It is perceived that there will be increased student achievement by all students, and especially by those students who are academically disadvantaged.

V. Dissemination

Sangre de Cristo would be willing to share with any school, but particularly small rural schools, amy and all the processes encountered and completed.

VI. Lessons Learned/Continuous Improvement

The greatest accomplishment from this process is the excitement generated in all factions for a reform that may truly help students. A disadvantage of the plan was trying to accomplishment too much in a short period of time. Goals for the future include a plan of assessment, articulation of a standards-based scope and sequence of the K-12 standards-based curricula, more community involvement (includling a review team) and cultivation of more student "buy-in."

Sargent School District
Standards/Assessment
1995-1996 Grant, Year 3 Progress
$23,983

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Dr. Patricia Sholar; Superintendent; Sargent RE 33-J; 7090 North County Road 2 East; Monte Vista, CO 81144; (voice) 719-852-4023

I. Broad Goals

- To develop a comprehensive K-12 curriculum in the Sargent School District which reflects the Colorado Model Gontent Standards.
- To develop an assessment matrix, specific to content and grade levels, which outlines a comprehensive assessment plan for the district.
- To outline a communication system that would clearly report achievement results to students, parents, and community, aligned with the state content standards.

II. Accomplishments

- The district content standards have been developed in the content areas of mathematics, science, social studies, and language arts (reading and writing).
- Each year we rewrite areas that need to be aligned with the standards. Those rewrites proved successful in 1997-1998.
- We combined the building accountability committees and the district steering committee into one committee, the School Improvement Committee, to serve the whole district. Because we are a small rural school, the one large committee functions more efficiently in the review of needs for the district in standards and other areas.
- A Six Traits of Writing seminar was attended by a majority of the district's teachers. This improved teaching skills in the area of writing across the curriculum and student achievement.

III. How Standards are Addressed

The district chose a school slogan for 1997-1998: "Making the Best Better." The staff believed since we had implemented the standards and assessment through the *Partnerships*/Goals 2000 grant we had become better, but there was always the best to strive for in our curriculum.

Parents, teachers, and administrators meet during the year to do ongoing evaluations of the standards. Emphasis was put on parent involvement.

The goals from our *Partnerships*/Goals 2000 Local Improvement grant received during 1995-1996 were further implemented during 1997-1998 by the district receiving a *Partnerships*/Goals 2000 Student-Initiated grant. The student-initiated grant was written by our junior high school students. Our goals were to provide experiences for the students while initiating standards and performance-based educational opportunities for all the Sargent Junior High School students in the form of two extensive excursions: a cultural educational trip to Denver and a natural resource camping trip to Mesa Verde National Monument. Our specific goals were:

- To involve students and the community in the grant from preparation through project completion.
- To insure that all activities supported the state and local standards and the *Partnerships*/Goals 2000 educational goals.
- To verify that student assessment became a valuable link in the educational process.
- To have broad-based support for a safe, disciplined, and drug-free learning environment outside the traditional classroom setting.

We believe that these goals were accomplished. We tied the local improvement grant in with the student-initiated grant. A cooperative effort in our "Bringing Standards to Students!" grant between junior high students and staff, parents, patrons, and the business community provided a successful learning experience for those involved. The state standards reform movement in Colorado and more specifically in Sargent School was enhanced by the availability of each of the *Partnerships*/Goals 2000 grants. The following is a list of state standards that were addressed through the activity. Our awareness and implementation of these standards has resulted from our grant on standards and assessments.

Subject Area	State Standards Addressed
foreign language	5
history	2,4,5
geography	5
music	1,3,4,5,6
science	1,2,3,4,5,6
math	1,2,3,4,5,6
reading and language arts	1,2,3,4,5,6
visual arts	1,2,3,4,5

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Locally, our school district is continuing the standards process at or above the state requirements. The entire focus of the work accomplished through our projects has been standards-based, similar to those addressed above. This grant provided teacher time, equipment and training in the use and process of local standards. We continue to align our curriculum and standards. This knowledge of alignment began with training three years ago in the use of an alignment instrument. This gave the staff direction and, of course, our emphasis is on student achievement in all areas.

The *Partnerships*/Goals 2000 funds provided:

- teacher release time for professional development of standards
- teacher training in curriculum and assessment
- technical assistance in curriculum standards areas of implementation and assessment
- lodging and meals for standards training of staff
- printing and mailing expense for the School Improvement Committee's distribution of standards goals, accomplishments, and assessments to parents and patrons

We are not only concentrating on the CSAP at tested grade levels, but we are also working on standards in lower grades to prepare the students for the CSAP. Also, we began during 1997-1998 to give every grade level a national achievement test which is aligned with Colorado standards. The evaluation of these tests at each level provides a picture for the teacher to analyze regarding which standards they need to emphasize more. These tests also give the teachers and administrators an opportunity to talk to students and parents about standards and assessments. We will continue all grade level testing.

V. Dissemination

In this *Partnerships*/Goals 2000 grant, along with other *Partnerships*/Goals 2000 information, we disseminated information through parent, community, student, and administrative meetings. We also

produced brochures that were given to the above groups. This involved a program that was given to students and parents and was well attended. We had community input on documents and planning. We also produced a video of some of our projects; this was disseminated through the community.

In bringing together the community, we involved them in the planning and dissemination of information. The rewards to this were seeing everyone learn through worthwhile standards-based activities. The following were implemented:

- program given to students and parents
- documents involving community input
- student involvement samples shared with community
- board of education involvement
- reports at board of education meetings

The staff has addressed standards in various ways through committees, Sargent Board Of Education and community meetings, and through our School Improvement Committee's annual accountability report. We have also made reports to CDE as to the progress toward implementation and successes in our standards-based educational program and the use of our grant funds.

VI. Lessons Learned/Continuous Improvements

Through the *Partnerships*/Goals 2000 grant while working on standards, we have continually found that student, staff, parents, and patron involvement is a necessity. This is a lesson in cooperation, compromise and communication. Some of our previous lessons have been reinforced each year.

- It takes time to do the job right, time to prepare and implement a standards-driven program.
- Through working together as a staff on standards, a renewed commitment and professionalism have evolved.
- Teachers are becoming more accountable for their students' learning. Teaching and learning is what our district is all about.
- Our community has become more aware of the areas of standards and assessments. They support high student achievement for each child.

We truly believe that you cannot whistle a symphony alone. It takes an orchestra. In keeping with that analogy, we cannot educate Sargent students alone; it takes all of us, the large "orchestra" of our school, parents, community, region, state, and nation to conduct excellence into our educational pursuits. Being involved in this *Partnerships*/Goals 2000 grant has been an important part of our educational orchestra.

South Central BOCES
Community-Oriented Conduit to Standards
1997-1998 Grant, Year 1 Progress
$95,781

Partnerships/Goals 2000 goals addressed:

Goal 1 **Standards**	Goal 2 Assessments	Goal 3 Alignment	Goal 4 **Professional Development**
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	**Goal 7 Partnerships**	Goal 8 Accountability

Contact: Dan Maas/Pam Beeman; South Central BOCES; 24975 E. Hwy 50; Pueblo, CO 81006; (voice) 719-544 3295

I. Broad Goals

- This project will support a collaborative partnership in six different locations to design an aligned, user-friendly, meaningful curriculum framework involving the entire community.
- We will implement and maintain kiosks to help the community and general populace learn about standards and the alignment effort.
- This awareness to implementation effort will be carried out through four major strategies:
  - interviews with parents, college faculty, and community members, in other words, a community-wide conversation about standards;
  - focus groups;
  - information sharing; and
  - development of the curriculum framework.

II. Accomplishments

- Two community informational meetings were held in each of the ten participating districts.
- Collection of community and college data to inform district alignment process was completed.
- A common curriculum framework for grades K-12 for use in alignment of standards, curriculum, and assessment has been developed. The K-8 framework is divided into grade levels with essential skills identified at each level that will assure student progress toward proficiency. The high school framework looks at classes offered at the participating schools and identifies the standards addressed in each class.
- Informational kiosks were placed in several southern Colorado communities

III. How Standards are Addressed

Alignment of curriculum, assessment, and classroom practice will become critical if Colorado students are to perform at proficient levels on adopted content standards. The curriculum framework is intended to be a beginning point for school districts to start to examine their curriculum and assessment choices.

This project collected data from southern Colorado communities and colleges around the state for use in establishing and aligning the district curriculum and assessments to the Colorado Model Content Standards (which were adopted by all the participating districts without much discussion). This process allowed community members and state college faculty to discuss and respond to the standards. All were asked to indicate areas of concern and important areas that they felt were missing. Parents and others were asked to indicate if they would consider being involved in further district activities aimed at the implementation of standards-based education. This information was collected and returned to districts for future use in promoting standards-based education, as well as parent and community involvement.

Touch screen kiosks, built at cost by Dimensional Data, were placed in the southern Colorado communities of Trinidad at WalMart, Walsenburg at 1st National Bank, Westcliffe at Pizza Madness, and Penrose at Kwik Stop. Programmed to automatically log-on to the Internet and download specific sites, these kiosks provide current information on standards and implementation in surrounding districts as well as statewide. Internet access was donated by amigo.net. The kiosks were positioned in the community to provide a convenient source of knowledge. The initial web space was donated by web.wide.net.

To develop the curriculum framework, a group of 40 educators were asked to consider what skills would be essential to the development of students if they were to meet the benchmarks at specified levels.

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These educators spent in excess of 80 hours discussing and identifying these skills and placing them in the correct sequence for instruction. This framework is intended to be used as a beginning point for schools and districts to examine their curriculum and assessment choices.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Community meetings and focus groups held in each school district created an awareness of standards-based education in each of the communities and began a dialogue between the community and the school district around the implementation of standards in their schools. None of the implementation plans look the same, but every district is moving forward with plans to increase student achievement through standards-based education.

Informational kiosks are used to keep the community involved and informed concerning implementation of standards as well as other important matters surrounding the schools. These kiosks reach a faction of the population that until now were uninformed and disengaged from the schools.

Each of the ten South Central BOCES school districts sent teachers to participate in the development of the curriculum framework. This gave teachers the opportunity to discuss and consider the significance of the standards on the educational process in Colorado. *"All teachers need to sit down and look at the standards like this."* commented teacher Barbara Dittmer. For many this conversation was their first of its kind. This led to a deeper understanding of what the standards call for and the changes in instruction that needed to follow. Teachers, armed with this understanding, returned to their districts to lead the effort to align curriculum and assessments to standards. Teacher Gail Frickel noted that, *"This is something we can really use in our district!"* South Central BOCES has been called upon to continue to provide leadership in this effort and is working with districts to provide ongoing professional development and guidance.

The curriculum framework and the essential skills identified within it are intended to outline a continuum of learning, since students may be at different levels at different ages. In using this tool, school districts outside South Central BOCES can evaluate their curriculum and assessment choices while keeping in mind the benchmarks and essential skills.

V. Dissemination

- Information gathered from each community was shared with the framework development group and the ten member districts.
- Kiosks were placed in four community sites.
- Curriculum frameworks developed were distributed to members of the development group and all South Central BOCES district superintendents.
- The curriculum framework developed is available from South Central BOCES in hard copy or on disk. It is also available on our website at www.scboces.k12.co.us/framework.

Thompson School District

Closing the Achievement Gap–Dealing with Diversity

1997-1998 Grant, Year 1 Progress

$82,634

Partnerships/Goals 2000 goals addressed:

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Marcia Ross; Truscott Elementary; Thompson School District; 211 W. 6th Street; Loveland, CO 80537; (voice) 970-667-1752; (fax) 970-669-5545

I. Broad Goals

- Implement a Hispanic Youth/Community Advocate program in the district. This program would assess needs of Hispanic youth and their families, connect families to community resources, assist families in understanding and connecting with schools, provide or arrange for academic tutoring, and be an advocate for Hispanic youth in the school and community.
- Provide parent education targeting Hispanic families to help them better access resources within the educational environment.
- Provide academic tutoring to young children in reading and writing.
- Provide training for standards-based education facilitators in the district to help with implementation of SBE. Target training in instructional strategies to meet needs of diverse learners and students not yet meeting proficient performance levels.
- Provide stipends for standards-based education facilitators to plan and facilitate the June 1998 Professional Development Center for all staff. Training and planning time during the Professional Development Center are focused on implementation of standards-based education.

II. Accomplishments

- The district was able to hire a Hispanic female who graduated from one of our high schools and the University of Colorado as the Hispanic youth advocate. During the 1997-1998 school year the Hispanic youth advocate
  - Made 65 home visits, attended 50 meetings with parents to bridge communication gaps with home and school, and made 35 other parent contacts while working with the school to support their children.
  - Worked as a liaison to help 155 Hispanic students and their families resolve school issues.
  - Organized and implemented 13 special events to connect Hispanic students with community resources.
  - Attended 84 different meetings to network with various community and school groups that presently advocate for or could become better advocates for Hispanic youth and their families.
- Two Saturday conferences were held with SBE facilitators. Training was provided in meeting needs of diverse students, particularly Hispanic students.
- **The third summer Professional Development Center was held. Over 600 teachers participated and worked to develop standards-based instructional units, improved assessments, and instructional strategies that target students not yet meeting proficient benchmarks.**

We provided, through this grant and matching funds, direct tutoring or interventions for 32% of the Hispanic students at Winona Elementary, 73% of the Hispanic students at Truscott Elementary, and 66% of the Hispanic students at Bill Reed Middle School. Over 170 tutor sessions were conducted.

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III. How Standards are Addressed

Helping all students meet or exceed a proficient level of performance is a primary goal in Thompson School District. The district has invested heavily in the processes to adopt standards, implement a comprehensive assessment system, and in teacher training and time to implement standards. This particular *Partnerships*/Goals 2000 grant continued the emphasis on helping teachers design instruction and assessment aligned with adopted standards. Closing the Gap–Dealing with Diversity focused on one of the groups of students at greatest risk of not meeting standards.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

In Thompson School District, seven percent of the student population is Hispanic, and 90% is Caucasian. In starting this *Partnerships*/Goals 2000 grant, we knew that we had a major task ahead of us that would involve systemic change over time. The Hispanic student graduation rate was unacceptably low. Hispanic student achievement typically lagged behind the majority population by one to one and a half years. Though we could document that the Hispanic students' growth rates in any single year (from our pre- and post- reading and math tests) met or exceeded the growth rates of the majority population, the Hispanic students' growth rate was not enough to help them close the achievement gap. Hispanic parents' participation in school events was low, and anecdotal information indicated Hispanic parents felt frustration in dealing with the school to access resources or resolve issues. With the implementation of this *Partnerships*/Goals 2000 Closing the Gap grant, we are seeing some encouraging signs of success after just seven months of work on this project. Those signs include the following:

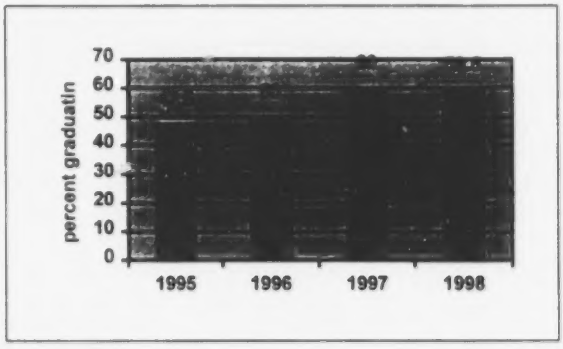
- We have been able to increase the participation rate of Hispanic families in school events. For example, at Bill Reed Middle School minority parents' attendance at parent-teacher conferences equaled or exceeded participation by the majority school population.

Attendance Rates at Bill Reed Middle School Parent-Teacher Conferences
(percent of students who had a parent attend a specific conference)

Conference	Caucasian Students	Hispanic Students Who Worked with the Hispanic Youth Advocate	Hispanic Students Who Did Not Work with the Hispanic Youth Advocate
fall conference	60%	60%	40%
spring conference	40%	50%	32%

- At Truscott Elementary, 70% of the students who worked with the Hispanic youth advocate attended four or more school functions during the 1997-1998 school year. Fifty percent of the Hispanic families who worked with the Hispanic youth advocate at Bill Reed Middle School attended three or more school functions during the year. Both of these rates were increases over attendance rates from previous years.
- We are also encouraged by the improving graduation rate for Hispanic students in the district.
- Over 125 people attended the first Hispanic Family Night which included programs, a student panel about problems they face in school, exhibitors, and community organization booths. Students, parents, staff, and community organizations rated this night as extremely successful.

Thompson School District
Graduation Rate for Hispanic Students 1995-1998



- Our Hispanic youth advocate provided specific training to teachers on how to help Hispanic students in the classroom. This training included strategies to strengthen identity, and deal with language, discipline, and role models. This training was rated "extremely useful" by the SBE facilitators, and our advocate was asked to incorporate more of these strategies into inservice modules to be offered to all buildings during the 1998-1999 school year.
- Attendance at the Professional Development Center continues to increase. This summer we had over 600 teachers attend (an increase from the 500 who attended in 1997). Teachers continued work on improving standards-based units by incorporating more technology and strategies to help students not meeting standards. This continues to be rated as the most successful professional development provided to our staff. We also were able to survey teachers about the frequency of instructional tool usage desirable in a SBE classroom, including tools such as rubrics, unit organizers, and data-driven instructional planning.

> *"Thank you so much for valuing us as professionals and for believing in our individual and collective drive to reflect upon and improve instruction. From this week (and those in the past) my sense of co-workers is one of tremendous energy, [and a] desire to share and grow.*
>
> teacher, commenting on Professional Development Center learning opportunities

V. Dissemination

- Progress being made through Close the Gap has been disseminated to the Thompson Diversity council through monthly meetings, oral reports at LULAC (the League of United Latin American Citizens), and presentations to groups such as Hewlett Packard. A community resource guide is almost complete and will be available to all school staff to help link Hispanic families to community and school resources.
- We have created two training modules titled Diversity I and Diversity II. These training modules are available for buildings to use during early-release Wednesday inservices and are designed to build awareness of the changes needed in our practices and instructional strategies to meet needs of diverse students.
- We have distributed sample agendas and products from our Professional Development Center to many school districts through mailings, presentations at state or regional conferences, and visits by other districts to Thompson. A number of our SBE facilitators have traveled to other districts to help them set up their first Professional Development Center.

VI. Lessons Learned/Continuous Improvement

Changing the school organization to respond differently to a group that has a long history of underachievement involves systemic changes. People very often have difficulty seeing their behavior through another's eyes. Our Hispanic Advocacy Program has begun to change the school culture, but the road will be long.

Changing achievement results will take a major investment in tutoring at the earliest possible age. We did not see great changes in academic achievement for two possible reasons: one, the limited tutoring time that could be provided, and two, the target population's mobility, which was more than 50%, making it difficult for us to collect pre- and post-program data. Tutoring is most successful at the primary grades; however, advocacy, opening doors to higher aspirations for their future, and helping students and families deal with issues common to middle school seems to impact the middle school Hispanic students the most.

Investing in Hispanic families and helping them learn how to successfully access school resources and resolve school issues can significantly change parent attendance and involvement in their students' education. Knowing that parent involvement correlates highly with students' academic success, this change has been the most visible success of the first year of this project.

Valley School District RE-1
Building Capacity for Student Achievement
1997-1998 Grant, Year 1 Progress
$91, 220

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: James Bailey; RE-1 Valley School District; 201 S. 11th Avenue; Sterling, CO 80751; (voice) 970-522-5079, (e-mail) James_Bailey@ceo.cudenver.edu

I. Broad Goals

Knowing that for standards-based reform to work in Re-1 Valley, the capacity of the entire system would have to be raised, the following four broad goals were adopted:

- Curriculum alignment and assessment planning to successfully align grade level expectations with key benchmarks and develop appropriate large-scale assessment tools for those benchmarks.
- Individual professional development to enhance awareness and knowledge of staff on standards-based education.
- School capacity to assist schools in the implementation and use of standards and assessments so that schools are able to report their own achievement of standards for accreditation purposes.
- District-level supporting processes to continue developing an infrastructure to help professionals, schools and students learn content standards.

II. Accomplishments

Curriculum Alignment and Assessment Planning

- Curriculum frameworks have been developed for language arts and math, K-12. In September and October all K-5 staff met to discuss the alignment and grade level expectations for each of these curricular areas using district standards.
- District standards-based assessment pilots for history/geography and science were designed in June 1997 by teacher applicants from these curricular areas. These assessments were piloted, scored, analyzed, refined, and then administered in April 1998 to establish baseline data at grades 4, 8, and 11.
- District assessments in language arts and math were administered for the second year, and assessment data were shared with school staffs.
- Scoring training on district assessments was an ongoing activity.
- A new embedded assessment design was finalized so that by 2001 achievement of standards will be measured by teachers within classrooms.
- Assessment and planning for the Colorado Literacy Act also occurred this last summer so a common level of expectations and assessment system was put into place.

Individual Professional Development

- Emphasis was on operationalizing the SBE classroom. This took many forms including two day-long workshops, after school workshops, team planning time, staff meetings, and half- or full-day all-school meetings. Approximately 6500 hours of training occurred which translates to 30 hours per certified staff member.
- The grant also afforded 28 staff members the opportunity to attend standards-related workshops outside the district. Information acquired was shared with their respective buildings.

- The alignment workshops allowed teachers for the first time in years to discuss curriculum, best practices, and expectations within and across grade levels and from building to building. These activities have built the first critical steps of communication necessary for teachers to work together to develop a shared vision of SBE.

School Capacity for Standards-Based Education

Closely tied to individual professional development is school capacity for implementing SBE. Increasing schools' capacity for growth is critical for individual professional development to reach its highest level. Using HB 1267, the state's accreditation law, as an impetus, Standards and Accreditation Leadership Training (SALT) was the vehicle used to design schoolwide accreditation plans for student achievement in standards. Each school selected staff members for SALT training. All team members made a two-year commitment to the process. These teams received intensive training on systemic change, staff development models, data analysis, and other educational tools. Each team was then responsible for designing an accreditation plan for its building which focuses on a specific content standard to be assessed over a three-year period. Team responsibilities include informing staff, incorporating staff suggestions, and obtaining staff support. This process has heightened awareness of assessment data and analysis and their importance. Each plan also contains professional development components based on SBE and addressing both the entire staff's and individuals' growth. Final accreditation plans were completed by the end of last year's school year.

District-Level Supporting Processes

- Six issues of *What's the Target?* were distributed to district personnel. The newsletter is a vehicle for informing staff of available resources (people and things), professional development workshops, recognition of efforts put forth to implement standards, and articles on capacity building and SBE.
- Using SPSS, a statistical package, the standards and assessment office was able to disaggregate and analyze data. This data has been used to identify student needs and measure staff concerns. Its use will be ongoing. A request for proposals was sent out to begin to choose methods for large-scale information collection and analysis.
- Training for DOA and TOSA (teacher on special assignment) has given the district and individual schools an opportunity to draw on the most current information available on successful implementation of standards. Training included the DOA's attendance at the CRESST Conference and the DOA's and TOSA's participation in *Partnerships*/Goals 2000 Networking Days and Association of Colorado Educational Evaluators (ACEE) meetings. Availability of the DOA and TOSA has allowed for coordination of efforts both within schools and between schools. As there are no other district personnel serving in this capacity, these positions have been critical to the capacity building effort.
- The school board has agreed to an additional five half-days for professional development in 1998-1999 to implement building accreditation plans. This time will more than double the embedded professional development time currently scheduled for staff.

III. How Standards are Addressed

This project is centered on what we want all of our students to know and be able to do. Our first goal explicitly focused on defining the standards in reading, writing, and mathematics for individual grade levels to help align instruction with identified benchmarks. Large-scale assessments were designed to measure key benchmarks. The second goal was focused on standards in that all awareness training was aimed at helping staff understand a standards-based environment. Other professional development was based on teachers proving their learning was focused on standards before it was approved. Our third goal was also all based on standards; schools were required to analyze their achievement data on important standards and develop accreditation plans to fully implement those standards and to link assessment and professional development planning around that standard. Last, our fourth goal dealt with standards in an indirect fashion developing supporting mechanisms, capacity, and accountability structures to assist schools.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The major impact of this past year's grant has been on staffs and schools while secondary benefits have begun to appear with student achievement. Our grant allowed for extensive training and professional development for teachers in a variety of ways, including alignment work in district workshops and development of accreditation plans, literacy plans, and assessments.

A preliminary survey on curriculum framework usage by elementary teachers was developed and administered after curriculum frameworks were developed. This survey shows that the greatest use of the frameworks is for curriculum and instructional guidance (mean rating=2.12), and assessment guidance (mean rating=2.00) on a scale from 1 to 4, with 1 indicating no use and 4 representing total use. Although ratings were not as high as we would like, most open-ended survey questions alluded to greater use next year once teachers have become familiar with the framework through use this year.

From open-ended questions on this survey, certain themes emerge. For instance, many teachers alluded to using these frameworks as a guide for curricular decisions. In response to how the frameworks have been of most help, teachers wrote comments such as: "*To make sure I am covering all the standards;" "Knowing what the expectations are grade to grade;" "The frameworks have kept me focused on the curriculum for which I am responsible. I refer to them all the time;"* and *"I've used them as guide for my units and an evaluation tool for myself to better enhance my curriculum."* In response to the question "what other materials, resources, guides, etc. would help you put your grade level expectations into place?" many teachers asked for help in working with special education students, and many wanted assistance with assessment development and reporting to parents. These ideas will be used to design training or for initiatives for next year.

The Concerns Based Adoption Model (CBAM) was also used to show impact of the grant on the district. Results also show that the relative intensity in the personal areas (teachers' need for information and their personal concerns) has decreased significantly. In comparison to the fall 1997 survey, need for information decreased by 9.15 percentile points and personal concerns decreased by 8.04 percentile points. Interestingly, the awareness stage (the first level of concern) grew in its intensity by 1.78 percentile points. While no easy analysis helps explain this phenomena, the work this year supported by the *Partnerships*/Goals 2000 grant may have helped raised awareness for people who may not have been previously aware of the importance of our efforts. The growing peak on the stages of concern is management, suggesting that more people are attending to the elements of a standards-based education system, and are in need of help in this area. Last, because of the concerns in other areas, levels of intensity in the consequence and collaboration aspects also declined, suggesting that teachers' responses on the fall 1997 data may have been overzealous. This will be an area to watch through further analysis. In sum, it appears that people's concerns in RE-1 Valley are beginning to move toward task-based concerns and away from personal concerns. This does not suggest that every teacher or building is at this point, but that the district as a whole is beginning to make progress towards becoming more standards-based.

All buildings see and understand the importance of literacy as the foundation for all learning. All schools chose either a reading or writing standard on which to focus, and all elementary schools have aligned themselves around similar professional development opportunities and linkages across schools.

The grant's impact on schools' capacity to understand and use standards was also evident. First, schools and personnel are asking the "what if?" questions: what if we don't do it, what if we don't meet our goal, and what if students don't succeed? Many of these questions will have to be answered this next year, as other district initiatives will attempt to give schools policy support to put their systems into place. For instance, plans for changing how students progress through the system, choosing essential standards and evaluating teachers will all be given time in the district's strategic plan process. Second, the initial accreditation/implementation plans all require a schoolwide assessment system to measure

student growth and achievement of chosen standards. These assessment systems will need support and direction in order to provide beneficial data for school use.

Finally, impact on student achievement has been somewhat tenuous. By only providing students with a single assessment, feedback is not as easily given, nor is it easy to show growth over time. For instance, in writing, most schools' scores remained at the same level as in 1997 while math abilities grew slightly. This was because math teachers began to use the same performance criteria in their classrooms. This is why RE-1 will begin to use a more embedded assessment system that will allow for longer periods of time and multiple opportunities for students to show growth.

V. Dissemination

Many efforts were made to disseminate information and lessons gained from our grant work, including:

- Monthly articles about standards, assessments, and district activities were published in one of our local newspapers.
- Grade-level expectations were shared with all parents, and posters were made for all district classrooms of these expectations.
- Kindergarten expectations were shared with local preschools and Head Start.
- A monthly district newsletter entitled *What's The Target* was started and given to every staff member in the district. This newsletter communicated the philosophy of a standards-based district, gave suggestions on a multitude of topics, and conveyed important information on accreditation, literacy, and standards.

Products and services were also made available to local BOCES school districts. These included:

- curriculum frameworks
- accreditation planning books
- accreditation plans
- district implementation plan
- large scale standards-based assessments
- assessment development
- curriculum alignment strategies
- accreditation planning
- assessment workshops

VI. Lessons Learned/Continuous Improvement

The lessons learned from this project are numerous and include many organizational features that act to enhance or disable capacity.

- Some district policies interfere with the ability of teachers and schools to develop the necessary capacity to implement standards. For instance, if the teacher evaluation system does not promote standards then it may be difficult to get complete internal alignment. Ways are needed to analyze all policies in relation to the vision of standards.
- The ability to make sense of the differences between standards-based education and the traditional educational system should not be overlooked. Without this knowledge, the SBE system begins to look like what already exists. We need to develop or discover protocols and opportunities to individually and collectively understand these differences.
- On the other hand, if possible, use current district routines and processes. Too many new committees or routines overwhelm the resources of the district.
- Last, feedback is a key to all learning. Large-scale assessment is a way to begin having people attend to standards, but the information is hard to translate to classroom use. Another need is embedded systems that allow students, teachers, and whole schools to judge progress and make immediate adjustments when necessary.

> Don't assume that personnel in the system know how to analyze data. Even when presented with significant amounts of information, the failure to understand or attend to the data leads to minimal response. Protocols and routines that help schools constantly refer to and analyze their own data will make the analysis of data a much smoother and more worthwhile process. This is an area in which we are continuing to focus our energies.

Weld District Re-4 Schools, Windsor
Standards-Based Advancement System
1995-1996 Grant, Year 3 Progress
$59,107
1996-1997 Grant, Year 2 Progress
$125,896
1997-1998 Grant, Year 1 Progress
$127,758

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	**Goal 4 Professional Development**
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	**Goal 7 Partnerships**	Goal 8 Accountability

Contact: Karen Trusler; TOSA for Standards and Assessments; Windsor Re-4 Schools; 1020 Main; Windsor, CO 80550; (voice) 970-686-8028

I. Broad Goals

- Develop local content standards in English/language arts, mathematics, science, social studies, business, career skills, consumer and family studies, foreign languages, industrial technology, informational technology, music, physical education, and visual arts.
- Develop and implement district-wide assessments for grades 2, 5, 8, and 11 in writing, reading, mathematics, science, and social studies.
- Align standards and assessments with the district curriculum to create the frameworks which will enable teachers to electronically access standards, assessments, curriculum, and instructional strategies in English language arts, mathematics, science, and social studies.
- Gather staff and community input regarding local standards, assessments, and the proposed district-wide standards-based advancement system.
- Develop an integrated plan which incorporates additional learning opportunities for students to meet local standards and increase the level of academic achievement.
- Provide staff development opportunities for teachers to design performance assessments and instructional strategies for their own classrooms.
- Develop assessments and instruction which align with local content standards and the Windsor business community's needs.

II. Accomplishments

- Local content standards in English/language arts, mathematics, science, and social studies have been developed by local teachers and community members. These local standards were adopted by the Windsor School Board in 1996. "Second-wave" content standards have been developed in business, career skills, consumer and family studies, foreign languages, informational technology, industrial technology, music, physical education, and visual arts. These were piloted in 1997-1998. All of these standards have been reviewed by the Basics of Instruction Vision Team (a group of community members who have been meeting monthly for the past three years). Changes, agreed to by consensus in all of the meetings, have been made for a final revision which will then be reviewed by the Re-4 Board of Education before final adoption.

- District-wide assessments in grades 2, 5, 8, and 11 were developed by local teams of English/ language arts, mathematics, science, and social studies teachers. These assessments were then piloted in neighboring districts. Revisions were made and then administered to Windsor

students in March. Analysis of this data is being used for instructional implications of particular programs and to meet the needs of individual students.

- An assessment, curriculum, and instructional frameworks database was developed and completed by teachers in our various schools during the course of the past three years. We have completed the frameworks for English/language arts, mathematics, science, and social studies.

- Members of the Flexible Learning Opportunities Vision Team and the Family Involvement Vision Team, along with staff members from each of the school buildings, researched and developed a plan which has incorporated additional learning opportunities for students after school and on weekends to improve student performance. The FLOW (Flexible Learning Opportunities in Windsor) Center has been in operation for two years. Students can work after school and on weekends to raise their levels of achievement at this center, which is directed by a certified teacher and equipped with a variety of resources.

- The FLIP (Flexible Learning Individualized Program) summer program was developed, allowing students to attend class during the summer to increase achievement in language arts.

- A data-driven instruction team was established to help narrow achievement gaps. This team of teachers met to look at strategies, assessments, and instruction to narrow the achievement gap of writing and reading for elementary boys. Assessments and instruction have been developed which relate to boys' interests and the local business community.

Nearly all of the district's 175 classroom teachers have participated in professional development opportunities in which they have received training in standards-based education and assessment writing.

- Dissemination of local standards-based efforts has been a focus for the last three years. Presentations have been made to school groups, community groups, other districts throughout Colorado, and to teacher candidates at the University of Northern Colorado. Feedback has been collected from community organizations concerning local standards, assessments, and the proposed standards-based advancement system. This feedback will be used to help revise and refine standards-based education.

III. How Standards are Addressed

Content standards have been the foundation for all of Windsor's various *Partnerships*/Goals 2000 projects and local district goals during the past three years. In October 1995, the school board issued a resolution that in part stated: "Be it resolved by the Weld County School District Re-4 Board of Education that certified staff, in conjunction with community members, engage in a process to design the workings of a standards-based advancement system for possible future implementation."

Superintendent Brian Lessman reported to the staff in February 1996 after the first district-wide assessment in writing that: *"The news here is that standards might just accomplish what they are intended to do—cause us to reflect on student progress. Students are not where we want them to be. We should not shrink from the task.... Our standards are high enough to raise the level of student achievement if we hold course."*

The Windsor community has continued "to hold course" these last three years. Increasing students' achievement through challenging standards is the focus for educators, students, parents, and the community at large.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

The impact of *Partnerships*/Goals 2000 funds on Windsor education is quite apparent. Following the school board's 1995 resolution to engage in the process of a standards-based advancement system, the community of Windsor has worked collaboratively to develop this. All of the work we have completed

using *Partnerships*/Goals 2000 funding would have likely been done, but it would have taken us much longer to get where we are today. The Windsor School District is seen as a leader in standards-based education. This reputation is earned because of our mission to increase student achievement. Our mission has been successful in part because of *Partnerships*/Goals 2000 funding to help keep the pace and momentum of our reform moving forward.

Through *Partnerships*/Goals 2000 funding we have been able to purchase the supplies, training, and teacher time necessary to develop relevant practical local content standards in English/language arts, mathematics, science, social studies, business, career skills, consumer and family studies, foreign languages, industrial technology, information technology, music, physical education, and visual arts. These standards were developed with teacher and community input.

> *"After studying the CSAP results and developing a classroom assessment specifically with the needs and interests of our boys, I see how assessment IS instruction in many cases. Designing a rubric where students know expectations has increased the ownership for student learning. Students know clearly what they need to know and do."*
>
> Pat Simonds, fourth grade teacher,
> Skyview Elementary School

We have also been able to purchase the teacher time and supplies needed to design, pilot, revise, and implement performance assessments in grades 2, 5, 8, and 11 in reading, writing, mathematics, science, and social studies. We have several years of data in reading, writing, and mathematics which indicate that student achievement is increasing. Our baseline data in science and social studies have given us a place to start for instructional implications.

We are narrowing the achievement gaps for certain groups of students. *Partnerships*/Goals 2000 funding has helped with three projects. One project is our after-school/weekend FLOW Center. Our summer school also was initiated with the assistance of *Partnerships*/Goals 2000. Finally a data-driven instruction team was developed to study the discrepancy of scores between boys and girls in elementary writing and develop alternate strategies to help boys achieve at higher levels. These three projects have given students additional time and alternative strategies to achieve standards.

V. Dissemination

Whenever possible, we have included the Windsor community in planning, developing, and implementing our standards-based advancement system. School committees such as the five school parent groups, the district Basics of Instruction Vision Team, the Flexible Learning Opportunities Team and the Family Involvement Vision Team all have participated through active involvement on content standards writing teams or by being "critical friends" and analyzing and providing feedback.

Presentations on efforts and results of our standards projects have been made to local community groups such as the Windsor Chamber of Commerce, the senior center, the Kiwanis Club, and PEO. We also gather feedback from community groups and analyze that feedback for revisions and future plans.

We have shared our standards and assessment projects with districts throughout Colorado, and several districts across the nation. Members of the Re-4 staff have shown a willingness over the past several years to make presentations to others. We also are working with pre-service teachers at the University of Northern Colorado in their partnership program to increase their understanding.

We are able to disseminate the following products:

- Windsor content standards in English/language arts, mathematics, science, social studies, business, career skills, consumer and family studies, foreign languages, industrial technology, informational technology, music, physical education, and visual arts.
- District-written assessments for grades 2, 5, 8, and 11 for reading, writing, mathematics, science, and social studies

- Locally written frameworks which include each standard/benchmark, suggested assessment, scoring criteria, key concepts, access skills, and curriculum for English/language arts, mathematics, science, and social studies
- Data-driven classroom assessments and instructional strategies in reading and writing to increase the achievement for boys.

VI. Lessons Learned/Continuous Improvement

We have learned a tremendous amount about educating our children during the process of developing our standards-based advancement system. Collaboration with parents and teachers is paramount to a successful implementation. We realize that when parents and community members are invited to provide input regarding changes in the schools, they will generously give of their time, especially when they see they are valued members of the education community. Windsor has been successful in this reform because of the partnership between educators, the community, and *Partnerships*/Goals 2000 funding.

We have many accomplishments. We have standards and district-wide assessments in place. We have created a framework for standards, assessments, and curriculum alignment. We are working hard to increase achievement of all students. The Windsor community is truly in a partnership with educators. However we are not "there" yet. We have students who are not achieving at the level we want them to achieve. We have not completed our ultimate goal of Windsor students being able to graduate with a certified or endorsed diploma for our standards-based advancement system. This piece is still in progress. We will continue to make diligent efforts to succeed in these areas.

Throughout the last three years, members of the Windsor Public Schools teaching staff, parents, and the community have expressed their appreciation for the generous contributions of *Partnerships*/Goals 2000. We are much closer to our goals of increasing student achievement for all students because of the financial assistance *Partnerships*/Goals 2000 provided.

Weld County School District Re-8
Bringing Out the Best in All of Us
1997-1998 Grant, Year 1 Progress
$110,000

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Valerie Sorensen; Weld County RE-8 School District; 301 Reynolds; Fort Lupton, CO 80621; (voice) 303-857-6291; (Denver line) 303-572-7808

I. Broad Goals

The *Partnerships*/Goals 2000 grant focused upon the following goals:

- cross-discipline integration of content standards
- preK-16 systemic design that focuses on increasing student achievement and closing achievement gaps
- development of an instructional delivery system at each level of instruction
- selection, design, and/or use of classroom assessments that align with standards

II. Accomplishments

Throughout the year, teachers, administrators, students, and community members achieved many milestones, including the following:

- Students are clear about student expectations.
- All teachers and administrators work across grade levels and between buildings as a "natural" thing to do.
- Student achievement is the focus of all discussion and work.
- Parents are more knowledgeable about standards.
- District-level assessment was selected and administered at grades 2, 4, 6, 8, 9, and 11. Baseline student achievement data are being used to establish building, staff, and student goals for the next year.
- A two-way language programming model was developed to meet the needs of those with limited English proficiency.
- Implementation of preK-12 content-area standards is occurring across the curriculum. It should be noted that Weld Re-8 standards include graduate and career development standards in addition to computers and technology. The graduate standards incorporate the SCANS (Secretary's Commission on Achieving Necessary Standards) competencies which were developed through business and industry input. Classroom resource materials were selected and purchased to support the implementation process.
- A comprehensive, collaborative system is in place that uses student performance as a tool for preK-12 student improvement.
- PreK-16 articulation among all levels of instruction has created a more efficient instructional system for students.
- Partnerships with parents, business, and industry, as well as higher education, have been developed and/or expanded.

> *"Teachers are beginning to focus on using assessments to influence instruction."*
>
> *"The focus of discussion and work IS on student achievement."*
>
> teachers, commenting on positive changes in district

- Dual credit, articulated credit, and advanced placement course options are being implemented for students.

III. How Standards are Addressed

Standards are and will continue to be the focal point for every instructional decision that is made in the district. Regardless of whether the decision relates to selecting resource materials or determining classroom assessments, the basic question asked is "How does it relate to district standards and benchmarks?" Unless a direct relationship can be shown, support of the decision is denied. Increasing student achievement is a target goal for every student, teacher, administrator, parent, and community member associated with the district. The development and implementation of standards in the district has been a collaborative process involving teachers, administrators, and community members.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

Imagine for a moment—teachers, parents, students, and administrators believing in and committed to standards and accountability. Parents, students, and community members seeing the vision of increasing student achievement taking shape. Teachers dialoguing and scoring assessments together and learning how to attain and maintain inter-rater reliability. Teachers becoming coaches and curriculum leaders for specific grade levels and volunteering to go into one another's classrooms and practice newly acquired skills. Teams of teachers developing integrated units and assessments and using them in the classroom. All this is happening as a result of our *Partnerships*/Goals 2000 grant. Most important of all, students are excited about learning. Administrators are becoming true instructional leaders. As a veteran teacher stated, *"Teachers and students are really focused on student achievement."*

Establishing a comprehensive, standards-based education system has resulted in more collaboration and reflection among staff members about teaching and learning as well as focusing on increasing student achievement. There is a renewed enthusiasm among educators. Student performance data are being used to improve classroom instruction. Teachers are teaching the standards and benchmarks. Teachers and parents are asking for additional study time after or before school for students who have not met the standards. Schools have made various arrangements to accommodate this need.

During the past year the graduation rate has increased to 69 percent as compared to 65 percent in 1996-1997 and 54 percent in 1995-1996. This increase has been attributed to increased attempts at meeting the needs of all students ranging from the expelled to the gifted and talented and the Limited English Proficient.

During the 1997-1998 school year the CTB TerraNova Multiple Assessment was administered at grades 2, 4, 6, 8, 9, and 11 for the first time. This particular assessment was selected because of its alignment with district standards and benchmarks. This baseline data will be used as a measure for increasing student achievement. Staff members have reviewed the test results and have developed various strategies for working with students in areas where proficiency levels have not been met. In addition, staff members have been working on classroom assessments that align with standards and benchmarks.

In order to monitor student results, the MACSCHOOL or WINSCHOOL database was selected for use throughout the district. Currently, hardware and software are being installed, and selected staff members have gone through a week of intensive training in order to implement the database in their respective schools. The next step is to identify common fields against which all schools will track data.

Ten integrated units were developed and are now being piloted in various class settings. Work is continuing in this area, as writing becomes a target area for integration across the curriculum. Every preK-12 staff member in the district will have received training in Six-Trait Writing Assessment by the end of November 1998.

In addition to the integrated unit approach at the elementary and middle school level, an integrated media cluster was also developed and implemented at the high school level. It incorporates the areas of video productions, engineering/manufacturing, graphic arts, and music. It is further supported with student options in computer systems technology. Academic and occupational standards and benchmarks have been developed and are being implemented in these areas.

Work is currently underway to develop a delivery system at each level of instruction that best meets the needs of all students. At this point grades 3, 4, and 7 are being targeted, and resources are being examined and realigned to meet the needs of all students.

V. Dissemination

Throughout the entire process, feedback is solicited, and changes are made accordingly. Progress on goals is shared through *School House News*, a monthly district publication that goes to every home in the community, and weekly bulletins disseminated at each building. In addition, progress updates are shared at the district accountability committee (Council for Curricular Excellence), building accountability committees, and the board of education.

Products available from the Weld RE-8 School District include the following:

- standards booklets
- curriculum work plans
- materials selection process
- systemic design process
- pilot integrated units

VI. Lessons Learned/Continuous Improvement

As the district moved from a district-wide model for curriculum development to a site-based implementation model, adjustments had to be made. Each school site was then responsible for developing a plan for implementation based upon identified goals and parameters. This process took more time than anticipated, and original time frames for work completion had to be changed. Another glitch was that not all content areas had completed preK-12 curriculum work plans and were not ready for site-based implementation. Consequently, the process was modified to enable content areas such as mathematics and science to complete unfinished work and be ready for full-fledged preK-12 implementation in the fall of 1998.

> *"We need to make sure that all teachers, including new ones to the district, honor all of our hard work in articulating curriculum. We all want to be accountable, and administrators need to make sure that we are all implementing standards and benchmarks."*
>
> Weld Re-8 teacher

The comprehensive standards-based system model requires an ongoing process of continuous improvement and internal monitoring. Student achievement data are used for analysis purposes, and appropriate intervention strategies are implemented. Throughout the process, central office administrators serve in a supportive role in the implementation of a comprehensive standards-based education system. All of the grant efforts are part of systemic change and are sustainable over time. Efforts in this direction will never be completed, because it is an ongoing process of continual improvement.

Wiley School District
Language Arts Alignment
1995-1996 Grant, Year 3 Progress
$17,210
1996-1997 Grant, Year 2 Progress
$23,605

***Partnerships*/Goals 2000 goals addressed:**

Goal 1 Standards	Goal 2 Assessments	Goal 3 Alignment	Goal 4 Professional Development
Goal 5 Early Childhood Education	Goal 6 Safe and Drug-Free Schools	Goal 7 Partnerships	Goal 8 Accountability

Contact: Ruth Ann Cullen; Curriculum Director; Wiley School District; P.O. Box 247; 505 Ward Street; Wiley, CO 81092; (voice) 719-829-4806; (fax) 719-829-4805

I. Broad Goals

1995-1996

- Develop local standards in reading and writing that meet or exceed state standards.
- Align core curriculum and assessments with those standards.
- Provide professional development to raise the level of teacher effectiveness, and ultimately, student achievement in reading and writing.
- Use technology to improve teaching and learning through professional development and to strengthen our instructional options.

1996-1997

- Alignment of curriculum with standards in math, science, history, and geography content areas, using the model developed by Wiley staff in the reading and writing content area.
- Evaluation of assessments and designing and selection of appropriate assessments for local content standards.
- Securing broad-based, informed input into the selection of local assessments, beginning with reading and writing assessments, and continuing in other content areas.
- Development of a writing assessment to evaluate objectively the development of Wiley students' writing skills.

II. Accomplishments

The grants for both years were closely connected, and the activities of the first flowed naturally into the activities of the second. Both certainly addressed the majority of the *Eight Goals for Educating Colorado Students*. An integral part of the 1995-1996 grant was the selection of "local standards in reading and writing that meet or exceed state standards." The 1996-1997 grant focused on designing and selecting assessments as well as on developing a writing assessment to evaluate our students' writing skills. Both years' grants directly addressed aligning curriculum and instruction to standards and assessments. Professional development has been a key component of both years' grants. Much time, effort, and expense have been devoted to quality activities to prepare teachers. Finally, work in the grant has provided many opportunities for schools, parents, and businesses to work together to support children and school staff. Specific accomplishments included the following:

- Community, teachers, and staff studied standards and became aware of the requirements of HB 1313.
- Local content standards were adopted with a group of community members working parallel to the

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- Numerous English consultants have worked with Wiley English faculty in analyzing present practices, aligning curriculum with standards, and selecting assessments.
- Several assessment consultants have worked with Wiley faculty, and the district has purchased some examples of assessments.
- Wiley English faculty members have had the opportunity to observe at other schools and attend Colorado Language Arts Society (CLAS) and International Reading Association conferences.
- Wiley teachers have had three to four paid inservice days per year plus several paid summer days to work on revising curriculum to align with standards and assessments.
- The Wiley School District has facilitated several summer courses for teachers to enhance their knowledge in the area of teaching reading and writing.
- The Wiley Board of Education has received training in the area of standards and assessments.
- A scoring rubric for Wiley English compositions has been adopted.

Partnerships/ Goals 2000 dollars have enabled us to take time and utilize resources to work on improving student performance. It can be truthfully stated that *Partnerships/* Goals 2000 funds provided opportunities for the community, staff, and students of the Wiley School District which would not otherwise have been afforded.

III. How Standards are Addressed

The entire focus of the grants for both years was standards-based education and all its components. In the beginning, teachers, staff, and community participated in grant-driven activities which informed them about standards. Then community members and school staff worked together to select standards. Next came the painstaking work of dissecting the curriculum to see how it aligned with standards and then selecting assessments. Wiley faculty were able to observe practices in other districts and attend conferences at which standards were addressed. The process is still continuing.

IV. Impact of *Partnerships*/Goals 2000 Funds and Evaluation of Progress

It can be truthfully stated that *Partnerships*/Goals 2000 funds provided opportunities for the community, staff, and students of the Wiley School District which would not otherwise have been afforded.

The community initially had great concern that the implementation of standards-based education would drastically change the form of education that their children were receiving. Through a process of education afforded by the grant, community and staff enjoyed the benefit of several workshops which better informed everyone concerned about what SBE was and how it would improve education. When a community team was informed to help select standards for the district, a partnership was forged between community and school which has strengthened our foundation.

Through the staff development activities of the *Partnerships*/Goals 2000 grants, the staff has had the opportunity to broaden their horizons beyond the geographic limitations of our relatively isolated geographic area. Staff has been able to travel to conferences and to other districts to observe different practices. Consultants have come to Wiley to work with teachers to increase their skills in the areas of aligning curriculum to standards and in creating, selecting and scoring assessments. Standards, curriculum, and many assessments are now in place where before there were none. Teachers are more knowledgeable about the whole SBE process.

Aligning curriculum with standards through the *Partnerships*/Goals 2000 grant process has involved all teachers, preschool through twelfth grade. Teachers from all levels have worked together to articulate the curriculum during the teacher workdays. This has been a tremendous team-building experience. Working together across the curriculum and through all grade levels in this process has given us continuity throughout the district. Students have been the ultimate beneficiaries of the *Partnerships*/Goals 2000 activities. Rising expectations for student achievement have been accompanied by more expert teaching, with our students becoming more capable.

V. Dissemination

The Wiley School District has attempted to disseminate information regarding schoolwide improvement efforts by various means both locally and statewide.

- The district presented at a statewide *Partnerships*/Goals 2000 Networking Day during the 1996-1997 school year.
- Wiley students participated in statewide interviews and are quoted in the newly released *Partnerships*/Goals 2000 booklet entitled, "*Our Generation Wants to Learn.*"
- Wiley students appeared before the Colorado Education Goals Panel to discuss the changes in their learning.
- The Wiley *Partnerships*/Goals 2000 team presented a workshop at the Southeast Colorado BOCES Fall Conference on November 20, 1998.
- The administration has taken advantage of several opportunities locally to discuss the impact of *Partnerships*/Goals 2000 grants on the school district.
- Numerous articles have appeared in local publications and radio broadcasts regarding the school improvement process.
- Teachers and administration from other school districts have been included in workshops and meetings funded by the *Partnerships*/Goals 2000 grant.

VI. Lessons Learned/Continuous Improvement

Schoolwide improvement efforts work best when they are grassroots movements. When teachers are included from the beginning, they have more ownership in the activities. In the early stages of the grant, administration did the bulk of the writing and administering the grant. It started off well, but eventually it came to feel like all improvement was coming from the top down. In the most recent grant, a committee of teachers was included from the initial planning process on through the implementation. Now, the teachers meet and plan all grant activities, and administration supports them. This process is much more effective. We have learned that standards-based education and assessments really do lead to better teaching and increased student achievement. It is more work, but the results are worth the effort.

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(Index headings are provided to guide the reader to areas of interest. Listings may not be fully inclusive of all grant activities.)

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Adams 12–Five Star Schools, CASPer
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Goal 2—Assessments

CASSI Grant Recipients

Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients

Adams County District 1, Mapleton
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Alamosa School District
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Goal 3—Alignment

CASSI Grant Recipients
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Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams 12–Five Star Schools, CASPer
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Denver Public Schools, PRISM
Douglas County School District
Durango School District 9-R
East Central BOCES
East Yuma County School District RJ-2
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Gunnison District Re-1J
Harrison School District #2, Chamberlin
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Hinsdale County School District Re-1
Las Animas School District RE- 1
Moffat Consolidated School District #2
Monte Vista School District
Northeast Colorado BOCES
Northwest Colorado BOCES
Pikes Peak BOCES
Poudre School District
Pueblo School District 60
Rio Blanco Re-1 School District
St. Vrain Valley School District Re-1J
Sangre De Cristo School District
Sargent School District Re-33J
South Central BOCES
Thompson School District
Valley School District Re-1
Weld County School District Re-4
Weld County School District Re-8
Wiley School District

Goal 4—Professional Development

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Alamosa School District
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Partnership
Colorado Springs District 11, Rogers Elementary
Del Norte School District C-7
Denver Area School Superintendents Council
Denver Public Schools, El Alma de la Raza
Denver Public Schools, Manual High School
Denver Public Schools, PRISM
Douglas County School District
Durango School District 9-R
East Yuma County School District RJ-2
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Gunnison District Re-1J
Harrison School District #2, Chamberlin
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Hinsdale County School District Re-1
Las Animas School District RE- 1
Moffat Consolidated School District #2
Monte Vista School District
Mountain BOCES
Northeast Colorado BOCES
Northwest Colorado BOCES
Pikes Peak BOCES
Poudre School District
Pueblo School District 60
Rio Blanco Re-1 School District
St. Vrain Valley School District Re-1J
Sangre De Cristo School District
Sargent School District Re-33J
Thompson School District
Valley School District Re-1

Weld County School District Re-4
Weld County School District Re-8
Wiley School District

Goal 5—Early Childhood Education

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Arapahoe School District 5, Cherry Creek
Denver Public Schools, El Alma de la Raza
Harrison School District #2, Chamberlin
Harrison School District #2, Monterey
Moffat Consolidated School District #2
Northeast Colorado BOCES
Pueblo School District 60
Weld County School District Re-8

Goal 6—Safe and Drug-Free Schools

Local Improvement Grant Recipients
Alamosa School District
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Moffat Consolidated School District #2
Pikes Peak BOCES
Pueblo School District 60
Weld County School District Re-8

Goal 7—Partnerships

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Partnership
Colorado Springs District 11, Rogers Elementary
Del Norte School District C-7
Denver Area School Superintendents Council
Denver Public Schools, El Alma de la Raza
Denver Public Schools, Manual High School
Denver Public Schools, PRISM
Douglas County School District
Durango School District 9-R
East Yuma County School District RJ-2
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Gunnison District Re-1J
Harrison School District #2, Chamberlin
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Hinsdale County School District Re-1
Moffat Consolidated School District #2
Monte Vista School District
Northeast Colorado BOCES
Northwest Colorado BOCES
Pikes Peak BOCES
Poudre School District
Pueblo School District 60
Rio Blanco Re-1 School District
St. Vrain Valley School District Re-1J
Sangre De Cristo School District
South Central BOCES
Thompson School District
Weld County School District Re-4
Weld County School District Re-8
Wiley School District

Goal 8—Accountability

CASSI Grant Recipients
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Springs District 11, Rogers Elementary
Del Norte School District C-7
Denver Public Schools, Manual High School
Durango School District 9-R
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Gunnison District Re-1J
Harrison School District #2, Chamberlin
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Hinsdale County School District Re-1
Moffat Consolidated School District #2
Monte Vista School District
Poudre School District
Pueblo School District 60
St. Vrain Valley School District Re-1J
South Central BOCES
Thompson School District

Valley School District Re-1
Weld County School District Re-4
Weld County School District Re-8
Wiley School District

Accountability
see Goal 8

Action Research
Local Improvement Grant Recipients
Alamosa School District
Colorado Partnership
Denver Area School Superintendents Council
St. Vrain Valley School District Re-1J

Administrative Support
CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Denver Area School Superintendents Council
Douglas County School District
Northeast Colorado BOCES
Rio Blanco Re-1 School District
Weld County School District Re-8
Wiley School District

Alignment
see Goal 3

The Arts
CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Weld County School District Re-8

Assessments
see Goal 2

The Assessment Academy
Local Improvement Grant Recipients
Del Norte School District C-7
Pikes Peak BOCES

At-Risk Students
CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams County District 14
Arapahoe School District 5, Cherry Creek
Denver Public Schools, Manual High School
Douglas County School District
Northeast Colorado BOCES
Pikes Peak BOCES
Rio Blanco Re-1 School District

Benchmarks
Local Improvement Grant Recipients
Adams County District 14
Alamosa School District
Clear Creek School District
Colorado Springs District 11, Rogers Elementary
Denver Public Schools, El Alma de la Raza
Denver Public Schools, Manual High School
Douglas County School District
Harrison School District #2, Monterey
Monte Vista School District
Valley School District Re-1
Weld County School District Re-4
Weld County School District Re-8

Body of Evidence
CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Douglas County School District
Fremont School District Re-2
Rio Blanco Re-1 School District

Charter Schools
Local Improvement Grant Recipients
Adams 12–Five Star Schools, Literacy
Durango School District 9-R

Colorado Principals Center
Local Improvement Grant Recipients
Adams 12–Five Star Schools, Literacy
Denver Area School Superintendents Council

Community Partnerships
CASSI Grant Recipients
Centennial BOCES, Weld
Sheridan School District

Local Improvement Grant Recipients
Alamosa School District
Clear Creek School District
Del Norte School District C-7
Denver Public Schools, El Alma de la Raza
Denver Public Schools, Manual High School
Douglas County School District
Durango School District 9-R
Fremont School District Re-1
Gilpin County School District Re-1
Gunnison District Re-1J
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Hinsdale County School District Re-1
Moffat Consolidated School District #2
Monte Vista School District
Pikes Peak BOCES
Poudre School District
Pueblo School District 60
Sangre De Cristo School District
South Central BOCES
Thompson School District
Weld County School District Re-4
Wiley School District

CONNECT

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Alamosa School District
Colorado Partnership
Del Norte School District C-7
Denver Area School Superintendents Council
Poudre School District
Rio Blanco Re-1 School District

CSAP

Local Improvement Grant Recipients
Alamosa School District
Clear Creek School District
Denver Public Schools, PRISM
Durango School District 9-R
Fremont School District Re-1
Harrison School District #2, Monterey
Mountain BOCES
Northeast Colorado BOCES
Rio Blanco Re-1 School District
Sargent School District Re-33J
Weld County School District Re-4

Curriculum Mapping

Local Improvement Grant Recipients
Alamosa School District
Clear Creek School District
Douglas County School District

Data Management

CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Alamosa School District
Clear Creek School District
Colorado Springs District 11, Rogers Elementary
Douglas County School District
Durango School District 9-R
East Central BOCES
Fremont School District Re-2
Gilpin County School District Re-1
Harrison School District #2 Middle Schools
St. Vrain Valley School District Re-1J
Weld County School District Re-8

Democracy

Local Improvement Grant Recipients
Colorado Partnership

Distance Learning

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Denver Area School Superintendents Council
Denver Public Schools, PRISM
Hinsdale County School District Re-1

Diversity

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Denver Public Schools, El Alma de la Raza
Durango School District 9-R
Thompson School District

Dropout Rates

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Adams County District 14

Early Childhood Education

see Goal 5

Equity Issues

CASSI Grant Recipients
Centennial BOCES, Weld

Local Improvement Grant Recipients
Alamosa School District
Harrison School District #2 Middle Schools
Northwest Colorado BOCES

Essential Skills

Local Improvement Grant Recipients
Clear Creek School District
Pikes Peak BOCES

Exceptional Students

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Douglas County School District
Monte Vista School District
Mountain BOCES
Weld County School District Re-8

Extended School Days

Local Improvement Grant Recipients
Denver Public Schools, Manual High School
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Weld County School District Re-4

Fundraising

see Grants, Other

Grants, Other

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Alamosa School District
Clear Creek School District
Colorado Partnership
Denver Area School Superintendents Council
Denver Public Schools, PRISM

Hands-On Education

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Del Norte School District C-7
Denver Public Schools, El Alma de la Raza
Denver Public Schools, PRISM
East Yuma County School District RJ-2
Gunnison District Re-1J
Moffat Consolidated School District #2
St. Vrain Valley School District Re-1J

Higher Education Partnerships

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Arapahoe School District 5, Cherry Creek
Colorado Partnership
Del Norte School District C-7
Denver Area School Superintendents Council
Denver Public Schools, El Alma de la Raza
Denver Public Schools, PRISM
Gunnison District Re-1J
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Moffat Consolidated School District #2
Mountain BOCES
Poudre School District
South Central BOCES
Weld County School District Re-4

Home Visits

CASSI Grant Recipients
Bennett School District 29J

Local Improvement Grant Recipients
Harrison School District #2, Monterey
Thompson School District

Individualized Instruction

CASSI Grant Recipients
Bennett School District 29J

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Clear Creek School District
Douglas County School District
Fremont School District Re-2
Gilpin County School District Re-1
Harrison School District #2 Middle Schools
Hinsdale County School District Re-1
Monte Vista School District
Northeast Colorado BOCES
Rio Blanco Re-1 School District

Inter-District Partnerships

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Partnership
Denver Area School Superintendents Council
Denver Public Schools, Manual High School
Denver Public Schools, PRISM
East Central BOCES
Mountain BOCES
Northeast Colorado BOCES
Northwest Colorado BOCES
Pikes Peak BOCES
South Central BOCES

Internet

CASSI Grant Recipients
Centennial BOCES, Weld
Sheridan School District

Local Improvement Grant Recipients
Denver Public Schools, El Alma de la Raza
East Yuma County School District RJ-2
Las Animas School District RE- 1
Northeast Colorado BOCES
South Central BOCES

Leadership

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Colorado Partnership
Denver Area School Superintendents Council

The Learning Network

Local Improvement Grant Recipients
Fremont School District Re-2
Harrison School District #2, Chamberlin
Monte Vista School District

Libraries/Resource Rooms

Local Improvement Grant Recipients
Denver Public Schools, El Alma de la Raza
Fremont School District Re-2
Harrison School District #2, Chamberlin

Life-long Learning

Local Improvement Grant Recipients
Alamosa School District
Gilpin County School District Re-1

Limited English Proficiency

CASSI Grant Recipients
Centennial BOCES, Weld
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Durango School District 9-R
Northeast Colorado BOCES
Northwest Colorado BOCES
St. Vrain Valley School District Re-1J
Weld County School District Re-8

Literacy

CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams 12–Five Star Schools, CASPer
Adams 12–Five Star Schools, Literacy
Adams County District 14
Alamosa School District
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Springs District 11, Rogers Elementary
Denver Public Schools, Manual High School
Douglas County School District
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Harrison School District #2, Chamberlin
Harrison School District #2, Monterey
Moffat Consolidated School District #2
Monte Vista School District
Northeast Colorado BOCES
Rio Blanco Re-1 School District
Thompson School District
Valley School District Re-1
Weld County School District Re-4
Wiley School District

Math, Special Programs

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Alamosa School District
Del Norte School District C-7
Denver Public Schools, PRISM
Moffat Consolidated School District #2
Poudre School District

Mentoring
CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Weld

Local Improvement Grant Recipients
Douglas County School District
Fremont School District Re-1
Gilpin County School District Re-1
Pikes Peak BOCES
Rio Blanco Re-1 School District

Multimedia Resources
Local Improvement Grant Recipients
Denver Public Schools, El Alma de la Raza
East Yuma County School District RJ-2
Las Animas School District RE- 1

Parent/Family Involvement
CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Weld
Sheridan School District

Local Improvement Grant Recipients
Alamosa School District
Arapahoe School District 5, Cherry Creek
Clear Creek School District
Colorado Springs District 11, Rogers Elementary
Denver Public Schools, Manual High School
Durango School District 9-R
East Central BOCES
Fremont School District Re-1
Gilpin County School District Re-1
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Monte Vista School District
Northeast Colorado BOCES
Pikes Peak BOCES
Pueblo School District 60
Sargent School District Re-33J
South Central BOCES
Thompson School District
Weld County School District Re-4

Parents as Teachers
Local Improvement Grant Recipients
Harrison School District #2, Chamberlin
Harrison School District #2, Monterey
Pueblo School District 60

Partnerships
see Goal 7

Peer Coaching
CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams 12–Five Star Schools, Literacy
Clear Creek School District
Denver Area School Superintendents Council
Denver Public Schools, Manual High School
Durango School District 9-R
Fremont School District Re-1
Harrison School District #2, Monterey
Las Animas School District RE- 1
Mountain BOCES
Northeast Colorado BOCES
Poudre School District

Pre-Service Education
CASSI Grant Recipients
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, Literacy
Colorado Partnership
Denver Area School Superintendents Council
Denver Public Schools, PRISM
Gunnison District Re-1J

Professional Development
see Goal 4

Professionalism of Teaching
CASSI Grant Recipients
Bennett School District 29J

Report Cards
Local Improvement Grant Recipients
Del Norte School District C-7

Douglas County School District
East Central BOCES
St. Vrain Valley School District Re-1J

Rubrics

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Del Norte School District C-7
Denver Public Schools, Manual High School
East Central BOCES
Moffat Consolidated School District #2
Pikes Peak BOCES
Rio Blanco Re-1 School District

Safe and Drug-Free Schools

see Goal 6

School Climate

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld

Local Improvement Grant Recipients
Alamosa School District
Douglas County School District
East Yuma County School District RJ-2
Fremont School District Re-1
Harrison School District #2 Middle Schools
Las Animas School District RE- 1
Moffat Consolidated School District #2
Sargent School District Re-33J

School Reform Models

Local Improvement Grant Recipients
Fremont School District Re-2
Gilpin County School District Re-1
Harrison School District #2, Chamberlin
Harrison School District #2 Middle Schools
Harrison School District #2, Monterey
Monte Vista School District

School-to-Career

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Denver Public Schools, Manual High School
Moffat Consolidated School District #2
Pikes Peak BOCES
Weld County School District Re-4
Weld County School District Re-8

Science, Special Projects

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Del Norte School District C-7
Denver Public Schools, PRISM
Gunnison District Re-1J
Poudre School District

Service Learning

Local Improvement Grant Recipients
Clear Creek School District
Harrison School District #2, Monterey
Pikes Peak BOCES

Six-Trait Writing Assessment

Local Improvement Grant Recipients
Moffat Consolidated School District #2
Mountain BOCES
Rio Blanco Re-1 School District
Sargent School District Re-33J
Weld County School District Re-8

Special Education

CASSI Grant Recipients
Centennial BOCES, Weld

Local Improvement Grant Recipients
Colorado Springs District 11, Rogers Elementary
Gilpin County School District Re-1
Northeast Colorado BOCES
Northwest Colorado BOCES

Special Needs Accommodations

CASSI Grant Recipients
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Del Norte School District C-7
Fremont School District Re-1
Northeast Colorado BOCES
Northwest Colorado BOCES
Pueblo School District 60

Standards

see Goal 1

Standards and Assessment Resource Bank

CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Fremont School District Re-2
Northwest Colorado BOCES
Pikes Peak BOCES

Sustainability

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams County District 1, Mapleton
Adams County District 14
Colorado Partnership
Denver Area School Superintendents Council
Denver Public Schools, El Alma de la Raza
Durango School District 9-R
East Central BOCES
Northeast Colorado BOCES
Northwest Colorado BOCES
Pueblo School District 60
Weld County School District Re-4

Teacher Leaders

CASSI Grant Recipients
Bennett School District 29J
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Colorado Partnership
Fremont School District Re-2
Harrison School District #2, Chamberlin
Mountain BOCES
Rio Blanco Re-1 School District

Teacher Trainers

CASSI Grant Recipients
Colorado Springs 11, SWAP

Local Improvement Grant Recipients
Alamosa School District
Denver Public Schools, Manual High School
East Central BOCES
Fremont School District Re-1
Harrison School District #2 Middle Schools
Mountain BOCES
Northeast Colorado BOCES
Poudre School District

Teaching-Learning Cycle

Local Improvement Grant Recipients
Fremont School District Re-1
Fremont School District Re-2
Harrison School District #2, Chamberlin

Technology

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Centennial BOCES, Weld
Colorado Springs 11, SWAP
Sheridan School District

Local Improvement Grant Recipients
Adams County District 14
East Yuma County School District RJ-2
Hinsdale County School District Re-1
Las Animas School District RE- 1
Moffat Consolidated School District #2
Weld County School District Re-8
Wiley School District

Test Items

CASSI Grant Recipients
Colorado Springs 11, SWAP

Local Improvement Grant Recipients
Durango School District 9-R

Title I

Local Improvement Grant Recipients
Colorado Springs District 11, Rogers Elementary
Denver Public Schools, PRISM
Fremont School District Re-1
Fremont School District Re-2
Gilpin County School District Re-1
Harrison School District #2, Chamberlin
Northeast Colorado BOCES
Northwest Colorado BOCES

Trainer of Trainers

CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Tutoring

Local Improvement Grant Recipients
Colorado Springs District 11, Rogers Elementary

Durango School District 9-R
Gilpin County School District Re-1
Harrison School District #2, Monterey
Moffat Consolidated School District #2
Northeast Colorado BOCES
Pikes Peak BOCES
Thompson School District

Videos, Informational

CASSI Grant Recipients
Centennial BOCES, Northern Colorado
Sheridan School District

Local Improvement Grant Recipients
Adams 12–Five Star Schools, CASPer
Colorado Springs District 11, Rogers Elementary
Douglas County School District
Fremont School District Re-2
Northwest Colorado BOCES
Sargent School District Re-33J

Writing

CASSI Grant Recipients
Centennial BOCES, Northern Colorado

Local Improvement Grant Recipients
Clear Creek School District
Denver Public Schools, Manual High School
Harrison School District #2, Chamberlin
Thompson School District
Weld County School District Re-4
Wiley School District

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E-mail: goals_2000@cde.state.co.us